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ABSTRACT

Intended as a reference tool rather than as a guide to specific instructional approaches, this manual is designed to assist teachers in planning an effective reading program for kindergarten through grade 6. The first section identifies the program objectives, discusses various approaches used in reading instruction (basal, individualized, language experience, linguistic, phonics, and literature) and addresses various grouping procedures. The second section focuses on diagnosis, giving consideration to continuity, intermittent and intervening diagnosis, and teacher's knowledge of skills. Special attention is given to gross diagnosis, specific diagnosis, task analysis, sample diagnostic materials, and the informal reading inventory. The third section divides prereading skills into spatial relationships, gross motor coordination, fine motor coordination, auditory skills, visual skills, listening, and oral language. Word identification skills are examined in the fourth section, especially those of phonetic analysis, structural analysis, syntax and context, and sight recognition. The fifth section examines comprehension skills, paying particular attention to literal comprehension skills, inferential-interpretive skills, and evaluative skills. The work-study skills section covers alphabetical order, using parts of a book as reference tool; dictionary skills, using reference materials; and so forth. The final section focuses on reading in content areas for primary and intermediate grade instruction. Appendixes include reading inventory selections, skills tracking sheets, a diagnostic profile, and a glossary. (HOD)

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READING K-6

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INTRODUCTION

This publication is designed to assist teachers in planning for their pupils a maximally effective reading program. It is intended as a reference, rather than as a guide to a specific instructional approach.

BASIC GOALS OF THE READING PROGRAM[1]

In the Long Beach Unified School District the goals of reading instruction are as follows:

Each pupil will achieve a level of competency in reading commensurate with his ability.

Pupils will recognize the importance of reading in order to communicate and to obtain information.

Pupils will develop lifelong appreciation for and interest in reading.

PROGRAM OBJECTIVES

Pupils will participate in a reading program that

Uses a diagnostic-prescriptive approach to instruction.

Individualizes instruction according to pupil needs.

Uses organizational and grouping patterns that promote individualization.

Uses a variety of carefully selected instructional materials designed to meet individual needs.

Provides a program of prereading skills which promotes development of the listening, oral language, motor, and auditory-visual perception skills needed for successful reading.

Includes decoding skills needed to unlock and identify unknown words.

Develops the use of syntax and context as an integral strategy of a competent reader.

Stresses understanding through teaching literal, interpretive, and evaluative comprehension skills at all levels.

Extends continuously the pupil's vocabulary and concepts.

Develops efficiency in the use of work-study skills.

Provides opportunities for the extension and use of reading skills as the pupil reads in content areas.

Introduces pupils to a variety of literary forms.

Promotes enjoyment of reading for information and for pleasure.

Provides for the continuous personal growth of teachers in the art of teaching reading.

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[1] For additional information see Framework in Reading for Elementary and Secondary Schools of California, California State Department of Education, 1973, pages 6-8.

INTRODUCTION

APPROACHES TO READING INSTRUCTION

"There are many valid approaches to reading instruction. No single approach and no single set of materials can be identified as equally appropriate for all students... A great number of approaches are used in the classroom, often in combination."[1]

In the Long Beach Unified School District the following approaches are used singly or eclectically:

Basal Reader

In the basal reader program, the pupil uses a set of textbooks organized in progressive levels of difficulty. Sequential instruction designed to develop word identification and comprehension skills is provided. State law no longer requires that reading instruction be based on one or more designated basal readers. Teachers may select basal readers from a number of approved series. Different textbook series vary greatly in their method of teaching word identification skills and in their use of linguistics and controlled vocabulary. The vocabulary load in recently developed basal reading series often is heavier than in series published some time ago.

Selective (Individualized) Reading

In the selective reading program, the child selects his reading material from a wide variety of materials provided by the teacher. Each child works at his own reading level. Although basal readers and textbooks for content areas may be used from time to time for skill instruction, the selective reading collection consists largely of individual titles that meet special interests. It is essential that teachers using the selective program have a well-developed plan for teaching reading skills. Many valuable suggestions related to reading skill development are provided in this guide and in the Guide to Selective Reading.

Language Experience

The language approach utilizes the child's own language. It is based on materials dictated by the child, which often are collected into an individual's or group's booklet. As his language is recorded, the child comes to realize that what is thought can be spoken, what is spoken can be written, and what is written can be read. The teacher utilizes the pupils' materials to teach word identification and comprehension skills. Subsequently, pupils advance to reading printed materials.

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[1] California State Department of Education, Framework in Reading for the Elementary and Secondary Schools of California, 1973, p. 29.

INTRODUCTION

Linguistic

Some linguistic programs emphasize the patterning of sounds of language. Other linguistic approaches stress understanding of syntax and context of sentences rather than decoding of sounds in isolated words. A number of basal readers incorporate one or the other of these linguistic approaches.

Phonics

Phonics, which focuses on sound-symbol relationships, is clearly an essential part of any approach to reading instruction. The *application* of phonetic skills in identifying words and in reading words in context, must be the ultimate goal of phonics instruction.

Literature

For the literature approach, a wide variety of selected literary materials is used to capture the child's interest in reading. The child explores such types of literature as legends, myths, fables, poetry, biographies, and translations. This approach, of which the Fifth and Sixth Grade Literature Programs[1] are outstanding examples, provides excellent opportunities to develop interpretive and evaluative skills.

GROUPING FOR READING INSTRUCTION

In every classroom the aim is to develop a reading program that enables the child to work successfully at his particular level of achievement and to progress from that level to becoming an increasingly competent reader. Once the teacher is aware of what a child knows and does not know[2], and determines his instructional goals, effective classroom organization will help him to achieve those goals.

In the Long Beach Unified School District, teachers of grades 1, 2, 3 who utilize a split-day schedule, typically divide a class into four groups for reading instruction. Others use the three-group plan as the basic organization. This three-group plan also is utilized in many intermediate grade classrooms. Highly individualized programs utilize one-to-one and small group instruction. (Because children have varying needs, any type of organization must allow for small group and individual instruction.)

Grouping must be flexible and temporary in nature if it is to be continuously effective in accommodating individual differences. Not all pupils in a group will master or internalize a skill at the same rate or on the same level of complexity. Consequently, teachers must utilize a variety of instructional materials and techniques to meet the changing needs of pupils within a group. In addition, teachers frequently must evaluate the skill achievement of individual pupils to determine whether the group assignment of a particular pupil is appropriate.

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[1] For additional information about these programs, refer to *Guide to the Fifth Grade Literature Program, Part 1*, and *Guide to the Sixth Grade Literature Program*.

[2] Refer to the "Diagnosis" section.

The following statement, included in the Time Allotment and Outline of the Curriculum, describes organizational and grouping patterns approved for use within the Long Beach Unified School District.

> "Grouping and Instructional Patterns[1]
>
> "The self-contained classroom, heterogeneous in character, is most typical of the school district. Within recent years, however, a variety of instructional and grouping practices have come into use. It is now acceptable with the concurrence of the building administrator to use one or more of the patterns outlined below.
>
> "Primary instructional responsibility rests with
>
> "a. One teacher in a self-contained classroom.
> "b. Two or more teachers in a team approach.
> "c. Two or more teachers in a departmentalized approach.
> "d. A combination of the above.
>
> "Pupils may be instructed individually and/or as members of heterogeneous or homogeneous groups[2] for all or part of the day. Such grouping may take place
>
> "a. Within the classroom.
> "b. Within two or more classrooms at the same or different grade levels.
> "c. Within a nongraded structure.
> "d. A combination of the above.
>
> "In any instructional pattern, provision should be made for both large and small group activities which will enable pupils to interact effectively with others."

It is important for teachers to realize that no particular organizational pattern can be said to be the best for all children. Furthermore, some grouping practices, such as homogeneous grouping, require additional refinement. When homogeneous grouping for reading is the school organizational pattern, it is essential to regroup children in smaller groups for skill instruction if the pupils' individual needs are to be met.

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[1] From Time Allotment and Outline of the Curriculum for Elementary Grades, 1970, p. 5.

[2] Homogeneous grouping may not be used in ESEA, Title I schools, EDY schools, or schools utilizing Early Childhood Education funds.

DIAGNOSIS

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DIAGNOSIS

INTRODUCTION

Instruction which provides for continuous growth begins with the identification of what children know and what children need to know--or in one word--diagnosis.

Diagnosis for reading instruction is concerned primarily with determining what a child needs to learn in order to become a better reader. The skilled teacher knows

How to diagnose.
What to diagnose.
How to interpret the results of diagnosis.
The type of decision to make regarding what to teach and to whom.

A. J. Harris states, "The heart of diagnosis is not the testing; it is, rather, the intelligent interpretation of the facts by a person who has the theoretical knowledge and the practical experience to know what questions to ask; to select procedures, including tests which can supply the needed facts; to interpret the meaning of the findings correctly; and to comprehend the interrelationships of these facts and meaning."[1]

BASIC CONSIDERATIONS

Continuity

Diagnosis is a continuous process. It is used to initiate instruction and to evaluate the effectiveness of given instruction. It is done not only on a daily basis but with moment to moment observations.

Intermittent and Intervening Diagnosis

Use of intermittent diagnosis, a recheck of skills previously taught, and intervening diagnosis, diagnosing on the spot, enables the teacher to determine when to reinforce skills previously taught. Mastery of an isolated skill is not attained until the child is able to apply the skill appropriately as he reads. Pupils will vary in the time needed to gain mastery of a given skill.

Teacher's Knowledge of Skills

To diagnose, the teacher must know the specific skills involved in decoding, understanding, and interpreting the printed page. For example, a teacher who does not know the specific skills in comprehension cannot diagnose a child's needs in that area. Whereas, a teacher who does know the skills is better equipped to

Identify tasks related to a skill.
Compare these tasks to what the child knows.
Make a judgment about instructional needs based on the tasks involved.
Use the identified needs as the teaching objectives for a particular task.

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[1] A. J. Harris, How to Increase Reading Ability, McKay, 1970, p. 21.

DIAGNOSIS

GROSS DIAGNOSIS

The information described below provides the teacher with what can be regarded as a gross or overall diagnosis. This initial diagnosis should be continually assessed and supplemented by planned specific diagnostic strategies, described later.

Considering the Pupil's Characteristics and Background

Physical factors

Learning modality (visual, auditory, kinesthetic)

Environmental factors

Attendance patterns

Performance on standardized tests (Use judiciously as the validity for some children may be questionable.)

Previous reading programs experienced by the child; e.g.:

Phonetic approach
Basal reader
Language approach
ita

Observing the Pupil

Listening to the child's oral language patterns and checking to see whether he uses a variety of patterns

Listening to the child's oral reading; e.g.:

Does he use phonetic and structural analysis clues?
Does he use context and syntax clues?

Listening and observing the child's responses to instruction (Multiple response activities provide maximum opportunity for observing individual behavior.)

Noting the types of materials the child selects to read independently

SPECIFIC DIAGNOSIS

A planned diagnostic strategy involves using diagnostic tools selected or created by the teacher to diagnose specific strengths and weaknesses. Diagnosing a specific skill should involve only those tests necessary to establish an instructional objective. Planned diagnostic strategies should be used as soon after the initiation of instruction as possible.

DIAGNOSIS

Written Diagnostic Tools

San Diego Quick Assessment

Description and Purpose. This test consists of graded word lists (Preprimer--Grade 11) and quickly establishes a pupil's reading level. Its purpose is to assist the teacher in selecting appropriate reading materials.

Interpretation. This test is limited to checking decoding skills as it does not present words in context. Charting decoding errors can be helpful in determining possible patterns of strengths and deficiencies. (See page B-9.)

Santa Ana Diagnostic Inventory

Description and Purpose. This is a set of decoding tests which measures phonetic and structural analysis skills. Each specific test is developed in three parts: 1) instructions for use, 2) pupil's copy and teacher's copy, 3) interpreting results. It can be used prior to instruction to determine need, and following instruction to assess effectiveness. This material is available in each school.

Informal Reading Inventory

Description. The inventory consists of short passages selected from different levels of a basal reading program, and five or six comprehensive questions for each passage. The questions are designed to assess comprehension in the following areas:

Literal--recall
Interpretative--inference
Evaluative--predicting outcomes

The pupil reads the passage orally and responds to the questions asked by the teacher. While the pupil is reading, the teacher notes any miscues he makes. Miscues may include omissions, insertions, repetitions, and other errors as indicated below. The teacher may wish to develop her own coding system or use the following symbols:

Omitted word: circle word
Insertion: caret (^) and word written in
Inability to attack word: wavy underline
Omitted punctuation: X
Substitution: written above word or letter
Repetition: ↳
Mispronunciation: M through word

In addition to the above miscues, the teacher should note any of the following:

Word by word reading
Excessive finger pointing
Frequent stops and requests for help
Losing the place (tracking)
Physical reaction to reading situations (nervousness, facial expression, body movements)

Purpose. To establish reading levels and to note strategies used by the pupil and the difficulties he encounters

Reading Levels[1]

Independent level--the level of material which a child can read comfortably, without help, with an average of no more than one pronunciation error in 100 words.

Frustration level--the point at which the child can no longer cope with the material even if he strains to do it. The pupil shows a high error rate and low comprehension.

Instructional Level--somewhere in between the independent and frustration levels. The material is simple enough so the pupil can cope with it, but challenging enough to exercise his reading skills. At this level the pupil probably recognizes about 90% of the words and scores at least 75% on comprehension.

Interpretation. In examining the miscues (errors) made by the reader, the quality of the miscues is most significant. For example, if the reader substitutes a word that is different from the text but does not change the meaning and makes sense snytactically, he probably understands what he is reading and is using context clues, even if his synonym isn't precisely correct. However, if the word he substitutes is illogical, then he is most likely guessing.

Charting the number and types of miscues noted will enable the teacher to develop a prescription for the child. For example, if the reader consistently makes errors at the beginning of a word, he needs instruction with initial consonants. Word by word reading, on the other hand, may indicate lack of sight vocabulary.

Criterion Referenced Tests

Description and Purpose. These are tests selected or designed by teachers to measure a specific skill. They are used to assess instructional need and/or effectiveness of instruction. In designing a criterion referenced test, the teacher should ensure an adequate item sampling. An adequate sample would be enough examples to give the learner an opportunity to demonstrate his competency in the skill measured. At times, skill sheets, such as those included in some commercial materials, can be adapted for a criterion reference test. However, if such material is used, teachers should determine whether it includes sufficient examples and add additional items if necessary.

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[1] Emmett A. Betts, Foundations of Reading Instruction, American Book.

Interpretation. Teachers establish their own criteria for mastery. For example, if 100% mastery is necessary, as in initial consonant instruction, then 100% mastery is the criterion. However, in instances where 100% mastery is not essential, other levels may be established.

Teachers also must consider the child's potential in determining the appropriate mastery level for him.

Note: A number of publishers have developed criterion referenced materials to accompany their basal readers. Examples are Houghton Mifflin's Individual Pupil Monitoring System Reading, Grades 1-6, and CTB-McGraw Hill's Prescriptive Reading Inventory. Samples of these tests and cost information can be obtained from the Office of Research. The state instructional materials cash allocation can be used to purchase these materials.

Manipulative and Oral Responses

Diagnosis need not always be accomplished by means of written instruments. In fact, teachers should plan both diagnostic and instructional lessons in which pupils respond simultaneously, using manipulative or multiple response techniques. For example, to diagnose the pupils' abilities to distinguish between essential and nonessential ideas within a paragraph, the teacher could provide each pupil with a set of essential and nonessential statements from a paragraph he has read and ask him to group them correctly.

It is essential that the teacher develop a plan for recording pupils' responses for future reference. A chart, such as the one below, is one means for doing this. Some teachers may prefer to record such information on index cards, tracking sheets, or individually developed diagnostic profile charts.

Pupil's name	CLASSIFICATION TASKS				
	Recognizes and states similarities and differences	Forms related groups and states relationships	States labels for groups	Classifies under labels	Subdivides groups of related objects

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DIAGNOSIS

TASK ANALYSIS

Importance of Task Analysis

Task analysis will help the teacher identify essential learnings involved in and considered necessary for mastering a specific skill. Being able to write a task analysis is an important planning technique because it

Gives the teacher another way to focus each lesson on an objective.
Provides the teacher with a proper teaching sequence.
Builds in a success factor for the child.
Enables the teacher to develop diagnostic tools.
Helps the teacher become skilled in intervening diagnosis.
Enables the teacher to provide lessons at the appropriate level of difficulty for the learners.
Helps the teacher to know what to do when a pupil is having trouble, or to determine the next step when a pupil is ready to move ahead.

Steps for Writing a Task Analysis

After selecting a skill that is appropriate to the learning needs of the pupils, the teacher will want to analyze the learnings involved and write a task analysis. The following list of steps may be helpful:

1. Start with a terminal objective.
2. Define the learning and its critical attributes. (What makes this learning unique?)
3. Brainstorm, listing every learning step needed for the learner to master the learning described in the terminal objective. Use the diagnostic question, "Can the learner...?"
4. Examine each step in terms of its essentialness for the skill. Keep only the essential steps.
5. Sequence the essential steps in order of difficulty.

   Example: concrete to abstract--picture to words
   simple to complex--paragraph to an entire story

Using the Task Analyses in this Guide

The task analyses in this guide, which are developed for each skill, provide the teacher with valuable help in writing a task analysis. Each task analysis sets forth the major components or essential steps leading to mastery of the terminal objective for the skill. Using these major components, the teacher can expand or adapt en route objectives given for each essential task to develop a more detailed analysis; e.g.:

Task Analysis for Prefixes (See "Word Identification Skills" section.)

1. Can the learner define the terms, prefix and root word, and identify those parts in a word?
2. Can the learner use the meaning of a prefix and/or a root word and the context of the sentence to determine the meaning of an unknown word containing a prefix?

The following is a sample of a more detailed analysis of the first major task for the skill of prefixes:

Can the learner

1. Define the term, root word?
2. Define the term, prefix?
3. Select the root word in a word containing a prefix?
4. Select prefixes from a list?
5. Select a prefix in a word containing a prefix and a root word?
6. Identify in material he reads words that contain prefixes he has learned?
7. Read words that contain prefixes he has learned as he encounters these in his reading?
8. Use his knowledge of prefixes and root words to identify prefixes he does not know?

In examining the analysis, the teacher will select the objectives in the detailed task which are essential learnings for a given group of pupils. Following careful diagnosis, the teacher then determines an appropriate place in the task analysis to begin instruction. A pupil's success with a specific task will determine one of the following:

The appropriateness of the task
A need to return to an easier task
A need to extend the complexity of the task
A need to move forward to a more difficult task

The teacher also will wish to consider the complexity level of a task analysis for a given skill. In the task analysis for prefixes, for example, the pupil needs to use the thinking skills of remembering (knowledge), understanding (comprehension), and solving (application). However, there are other skills which require the learner to analyze, create (synthesize), and judge (evaluate). In many cases the terminal objective determines the levels of thinking involved. For more capable pupils, it is necessary to provide opportunities to use higher level thinking skills. An example is the terminal objective given in this guide for the main idea skill:

> After listening to or reading a selection, the learner will state or write the main idea and supporting details.

This objective requires use of the application and analysis levels of thinking.

Another example of an expanded task analysis is given below. It is designed for the main idea skill; however, it differs somewhat from the one given above for that skill.

Sample Task Analysis

Main Idea[1]

Terminal Objective: Given a short story at his reading level, the learner will write one sentence telling the main idea.

En Route Objectives:

1. Can the learner look at a set of 3-6 objects, select the related objects, and tell why they are related?
2. Can the learner look at a group of 3-6 pictures, write the numbers of the related pictures, and tell how they are related? (Tell one fact about each picture.)
3. Can the learner read a group of 3-6 words, circle the related words, and tell how they are related?
4. Can the learner read 3-6 sentences, underline the related sentences, and tell how they are related?
5. Given a series of related pictures and three sentences, can the learner read the sentences and indicate which sentence goes with all the pictures, which sentence tells only one fact, and which sentence tells about none of the pictures, by placing three response cards in the correct order in his pocket chart? (Response cards: "This sentence goes with all the pictures." "This sentence tells only one fact." "This sentence tells about none of the pictures.")
6. Can the learner look at a series of related pictures and indicate the main idea by underlining one of three written choices?

---

[1] Developed by Dianne H. Hegland, Reading Specialist, Whittier School.

7. Can the learner look at a series of related pictures, make up a sentence to tell about each picture, and then construct one sentence that tells about all the pictures? (Does he know that this is the main idea of the pictures?)
8. Can the learner read a paragraph, list the facts, and group the related facts together?
9. Given a group of related facts, can the learner select the main idea from one of three choices?
10. Given a paragraph and a sentence about its main idea, about a fact in the paragraph, or about an unrelated fact, can the learner tell why the sentence is or is not the main idea?
11. Can the learner read a paragraph and underline the main idea included among three written choices?
12. Can the learner read a paragraph and write the main idea in his own words? (Does he know that most of the words he will need can be found in the paragraph?)
13. Can the learner read a simple short story and underline the main idea included among three written choices?
14. Can the learner read a simple short story and write the main idea in his own words?
15. Can the learner read a story at his reading level and underline the main idea included among three written choices?
16. Can the learner read a story at his reading level and write the main idea in his own words?
17. Can the learner read a story at his reading level and write the main idea in one complete sentence?

SAMPLE DIAGNOSTIC MATERIALS

San Diego Quick Assessment: The Graded Word List--Quick Gauge of Reading Ability

Purpose: To determine a reading level
To detect errors in word analysis

Use: Grouping for corrective practice
Selecting appropriate reading materials for pupils

Administration:

1. Type out each list of ten words on an index card.
2. Begin with a card that is at least two years below the pupil's grade level assignment.
3. Ask the pupil to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicates the base level.
4. Have the pupil read from increasingly difficult lists until he misses at least three words.

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DIAGNOSIS

PP	Primer	1	2	3	4	5
see	you	road	our	city	decided	scanty
play	come	live	please	middle	served	certainly
me	not	thank	myself	moment	amazed	develop
at	with	when	town	frightened	silent	considered
run	jump	bigger	early	exclaimed	wrecked	discussed
go	help	how	send	several	improved	behaved
and	is	always	wide	lonely	certainly	splendid
lock	work	night	believe	drew	entered	acquainted
can	are	spring	quietly	since	realized	escaped
here	this	today	carefully	straight	interrupted	grim

6	7	8	9	10	11
bridge	amber	capacious	conscientious	zany	galore
commercial	dominion	limitation	isolation	jerkin	rotunda
abolish	sundry	pretext	molecule	nausea	capitalism
trucker	capillary	intrigue	ritual	gratuitous	prevaricate
apparatus	impetuous	delusion	momentous	linear	risible
elementary	blight	immaculate	vulnerable	inept	exonerate
comment	wrest	ascent	kinship	legality	superannuate
necessity	enumerate	acrid	conservatism	aspen	luxuriate
gallery	daunted	binocular	jaunty	amnesty	piebald
relativity	condescend	embankment	inventive	barometer	crunch

Analysis:

The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

DIAGNOSIS

Criterion Referenced Tests[1]

Main Idea (Primary Level)[1]

Directions: Read the story and the three titles. Put an X on the title that tells the main idea of the story.

Many things move on wheels. Cars and trucks have wheels. Roller skates have wheels. Bikes have wheels.

Cars With Wheels

Things With Wheels

Roller Skates Have Wheels

---

[1] Additional items should be added to provide an adequate sampling.

DIAGNOSIS

Tom went to the park. He saw squirrels running up the trees. Tom saw birds eating crumbs. He saw many flowers.

Birds Like Crumbs

Birds and Flowers

Tom's Trip To The Park

DIAGNOSIS

Main Idea (Intermediate Level)[1]

Mastery: Four correct

Read the paragraphs. Circle the best answer.

What name leads the list of outlaws of the Old West? The name of the bandit, Jesse James, would be at the top of the list.

Jesse James was born in 1847. By the age of nineteen Jesse and his brother, Frank, had become bank robbers and killers.

Jesse was thought of by many as a "Robin Hood," one who robbed the rich and gave to the poor. This may have been true in some cases, but in most cases the James Brothers were cold-blooded killers.

After many years of successful robbing, the James Brothers attempted to hold up a bank in Northfield, Minnesota. The plan met with disaster. The bank employee would not cooperate to open the safe. The townspeople shot it out with them, killing two of the gang. When the raid was over, the town formed a posse of over a thousand. The only members of the group to escape were the two James Brothers.

For some years, the brothers remained in their hideouts in Missouri. Finally in 1879 and 1882 they pulled off three more train robberies. The government of Missouri placed a reward on Jesse's head, dead or alive. In April 1882 he was shot and killed in his own house by a member of his own gang.

Paragraph one mainly talks about:

a. Outlaws are famous.
b. Outlaws are famous in the Old West.
c. Jesse James is famous.
d. Jesse James is the most famous outlaw.

The best title for paragraph five would be:

a. Jesse Pulled Three Train Robberies
b. Reward for Jesse, Dead or Alive
c. The Final Years of Jesse James
d. Jesse Was Shot and Killed

Paragraph three mainly discusses:

a. Jesse robbed and killed.
b. The James Brothers were killers.
c. Jesse was a "Robin Hood."
d. Jesse gave to the poor.

The best title for the story would be:

a. Robin Hood
b. Missouri
c. Jesse James
d. Old West Outlaws

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[1] From Compensatory Education Diagnostic Skill Sheets, LBUSD.

DIAGNOSIS

Sound-Symbol Relationships[1]

Purpose: To test mastery of beginning consonants

Instructions: Give this type of test either on an individual or group basis. Instruct the pupil to draw a circle around the letter on his answer sheet which has the same beginning sound as the key word pronounced. This test may be made more difficult by asking the child to write the symbol for the beginning sound he hears. Mastery is 100% correct responses.

Key Words	Children's Responses	Key Words	Children's Responses
1. fence	1. b f r v g	11. nuisance	11. p c b n w
2. basket	2. c n r b t	12. penny	12. r p s v t
3. heavy	3. c h b d g	13. ribbon	13. s t c r b
4. galoshes	4. g m r n l	14. silkworm	14. r f p b s
5. camel	5. c b m t w	15. telephone	15. b t c f s
6. lucky	6. m p l v s	16. vacation	16. s n g v c
7. market	7. h m r t f	17. wagon	17. z l w p s
8. dinosaur	8. d h m p n	18. yellow	18. y k z d b
9. jack-o-lantern	9. p j f h d	19. zebra	19. q l p z m
10. kitchen	10. k m p q s		

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[1] Reproduced by permission of Kansas City Public Schools, Kansas City, Missouri.

DIAGNOSIS

Reading Troubleshooter's Checklist[1]

For each child experiencing difficulty learning to read, ask yourself these questions:	Use these easy-to-give tests to get your answers.	Here is what your answers mean. (Notes)
Does he know the names of the letters?	Show the alphabet in random order as shown below. Teacher: "Read these letters." Draw a circle around those not known, write in the incorrect letters called in error. I A B S C D F E P T M L R r o h l m y t v k p z i a A J U H G W X Q K V Y N O j u s n b o q w d f x g e	
Does he know sight words?	A. Dolch Basic Sight Word Test B. Word Recognition Inventory	
Does he try to use context clues?	Have the following story reproduced on cardboard or durable paper. Be sure to include the "x" marks or marks that indicate the number of letters in the missing word. Tell the pupil, "This story has some words missing. Try to read the story by guessing the missing words." "Dick," xxxx Mother, "will you go to the store for me?" "Surely, Xxxxxx," said Xxxx. "What shall I get?" "I need a xxxxx of butter, a loaf of xxxxx, and a xxxxx eggs," said Xxxxxx. "Hurry." Xxxx ran to the xxxxx and was soon back. "That's a good xxx," said Xxxxxx. "Thank xxx very much." "You're welcome, Mother," said Xxxx and ran off to xxxx ball with his xxxxxxx.	

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[1] Adapted from: "Reading Troubleshooter's Checklist" by Kottmeyer.

DIAGNOSIS

Does he know consonant sounds?	Duplicate copies of the list of consonants shown below. With List A give these directions: "All letters have sounds. Can you make the sounds of these letters?" List A: r n l m v z s f (These consonant sounds can be given without the addition of the characteristic "uh" vowel ending.) - With List B give these directions: "Show me how you would say a word which started with each of these letters. Pretend that you wish to tell me the word without anyone hearing." List B: y t k p j h b c g w d (These consonant sounds cannot be uttered in isolation and, when made audible, are usually accompanied by the distorting vowel value "uh.") - With List C give these directions: "When these letters are together, what sounds do they make?" List C: sh ch th wh Draw a circle around missed sounds, and write in sounds made in error.	
Can he substitute beginning consonant sounds to unlock words like his sight vocabulary words except for the first consonant?	Reproduce the test words and sight words on cardboard. Ask the child to read the sight words first. Tell him the words if he does not know them. Cover the sight words and ask him to read the test words with help. This is a crude test of a mechanical skill. The pupil is not expected to know the meaning of the test words. Sight words: man sent star night at hen blue kite hair nest Test words: ban pent mar bright gat fen clue rite lair zest	

DIAGNOSIS

Patterns in Diagnosis and Prescription[1]

Diagnosis	Prescription
1. Substitutions	
If right beginning, wrong ending	Emphasize work with ending sounds. Use exercises to increase knowledge of: Variant endings. Suffixes. "Families" of words that are similar, such as "an" and "en." Use all words in a contextual setting so that the child will look at the word from the beginning to the ending and not create more difficulties for himself.
If correct ending, but initial errors (this for his, then for when, tall for fall)	Focus attention on initial elements: Build a picture dictionary. Alphabetize words. Sort labeled pictures for filing. Show child nature of error by comparing word pronounced with correct word. Use workbook exercises based on initial consonants, blends, digraphs.
If middle errors (big for bag, went for want, children for chicken)	Causes may be insufficient inspection of words because of hurrying or limited knowledge of vowels. Use exercises that teach phonics sounds of vowels. Encourage child to inspect words from left to right. Provide writing opportunities. Call child's attention to the type of error he is making and have him compare words. Use exercises, such as sentences with multiple-choice answers where he must inspect the middle of words.
2. Omissions	Give child easy and interesting material. Give child work in reading to follow directions.

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[1] From the Reading Centers, University of Southern California.

DIAGNOSIS

Diagnosis	Prescription
3. Refusals	Analyze the type of word refusal. If basic sight word, give extra sight word practice with games. If phonic elements are involved, provide work under consonant sounds, starting with beginning consonants.
4. Mispronunciations	Use same analysis as substitutions.
5. Hesitations	Use easier material. Use silent reading first. Use vocabulary word cards. Use card above lines as accelerator. Build rate.
6. Reversals (letter or word)	Emphasize left-to-right eye movement. Use kinesthetic methods. Emphasize beginning letter sounds. Use word in context. Compare words which are reversed.
7. Repetitions	Use easier material. Use tape recorder. Cover lines; read with a card.
8. Low sight vocabulary	Use kinesthetic methods. Copy word with typewriter. Use word games. Provide additional first-hand experiences. Use experience stories. Provide labels in room. Use charts in room for planning and summarizing.
9. Word by word reading	Use easier material; provide much practice. Use phrase reading exercises. Use silent reading before oral. Use choral reading.

DIAGNOSIS

Diagnosis	Prescription
10. Ignoring punctuation	Use dramatization. Use audience reading. Emphasize reading by thought units.
11. Not using context	Provide first-hand experiences. Increase spoken vocabulary. Increase use of materials of high interest level, such as experience records, labels, bulletin boards, key sentences. Teach guessing at words in a sentence with just beginning letter, such as "The boys play b______."

DIAGNOSIS

INFORMAL READING INVENTORY

Primer Level

Reading Selection 1[1] Rainbows, pages 99-100

"Mama, Mama, can't I have a bike?" asked Pedro. "All the boys have bikes to ride."

"How many times do I have to tell you, Pedro? We don't have money for a bike," said Mama.

"I'll ask Manuel to wish for a bike for me," thought Pedro. "He's very good at wishing."

Pedro found Manuel and said, "Manuel, I want something very much. If you wish for it, will I get it?"

"I don't know," said Manuel. "Sometimes the wishing I do works, but not always."

Questions and Possible Answers

1. What would be a good name for this story?	Pedro Wants a Bike The Bike
2. Why did Pedro's mother say he couldn't have a bike?	They didn't have money for a bike.
3. Why does Pedro want a bike?	It's easier to walk than ride. All the boys have bikes to ride. (inference)
4. Who was going to help Pedro get a bike?	Manuel, his friend
5. Do you think Pedro will get his bike by wishing for it?	No. You have to do something besides wishing. Yes. I always get what I want when I wish. (Accept any reasonable answer.)

Assessment

Instructional level--no more than 3 or 4 word recognition errors (95% words read correctly)
Comprehension level--no more than 1 or 2 incorrect answers to questions

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[1] Reading selections are from textbooks that comprise the Houghton Mifflin Reading Programs. Copies suitable for duplication are included in the appendix.

DIAGNOSIS

Level 1

Reading Selection 2 — *Signposts*, page 124

Henry's home was on a very doggy street.

Every day, by himself, he had to go past all the dogs to get to school. When Henry thought about the walk past them, he could not even eat his breakfast.

Henry liked eggs. He liked toast with honey. But when he thought about the dogs, he just didn't like eggs and toast, or even honey, any more.

Questions and Possible Answers

1. What would be a good name for this story?	Henry and the Dogs Why Henry Couldn't Eat Breakfast
2. What did Henry like for breakfast?	Eggs, toast, honey (Accept any of these.)
3. What was Henry thinking about?	Walking past the dogs
4. Why do you think Henry didn't want his breakfast?	He was worried, afraid (or a similar feeling).
5. Do you think Henry should be so upset about dogs?	Yes, they might bite him. No, most dogs are friendly. No, he should make friends with them. (Accept any reasonable answer.)

Assessment

Instructional level--no more than 3 or 4 word recognition errors (95% words read correctly)
Comprehension level--no more than 2 incorrect answers to questions

DIAGNOSIS

Level 2.1

Reading Selection 3 — *Secrets*, pages 7-8

Mudlark was a mule. He worked for the Keeper in the zoo. Every day he pulled a little cart for the Keeper who gave the animals something to eat.

As they went from cage to cage, Mudlark talked with the animals. He liked the tiger, the giraffe, and the bear best. They were big, wonderful animals.

"I wish I could be like them," he said to himself. "But I'm just a little mule. I'm not beautiful at all."

Questions and Possible Answers

1. What would be a good name for this story?	Mudlark's Wish Mudlark and the Animals Mudlark, the Mule
2. Which animals did Mudlark like best?	Tiger, giraffe, bear (Accept any of these.)
3. What was Mudlark's job?	To pull the cart for the Keeper
4. Why didn't Mudlark think he was beautiful?	He was not like the other animals. He thought the other animals were better looking.
5. How do you think Mudlark felt about his job?	He liked it because he wanted to be with the animals. He was happy because he could talk to the animals. It made him feel good because he liked to help his friends. He was unhappy because he had to work very hard to pull the cart. He didn't like his job because he couldn't be beautiful like his friends. (Accept any reasonable answer.)

Assessment

Instructional level--no more than 6 or 7 word recognition errors (95% of words read correctly)
Comprehension level--no more than 1 or 2 incorrect answers to questions

DIAGNOSIS

Level 2.2

Reading Selection 4 *Rewards*, pages 87-91

Evan walked home from school slowly. He stopped in front of a pet shop.

In the window, a yellow bird sang to him from its golden cage.

"Yellow bird has its own cage," Evan thought. "I want a place of my own."

He walked on. A bright pink flower in a window caught his eye. "Flower has its own pot," he thought. "Wish I had a place of my own."

He kept going until he reached the big crossing. He waited by the newsstand for the light to change.

"Paper man has his own stand," he thought. "And I, me, myself--I need a place of my own."

He crossed the noisy, busy street and turned into the building where he lived. He climbed up four flights of stairs to the two rooms that he and his family shared.

Soon his three sisters and his two brothers would come home. Then his mother and then his father.

"Mighty lot of family," Evan thought. "And no place to call just mine."

Questions and Possible Answers

1. What would be a good name for this story?	Evan Wants a Place of His Own What Evan Wanted
2. What does the story say Evan saw on his walk?	Yellow bird, pink flower, newsstand (Accept any of these.)
3. How many rooms were there in Evan's house?	Two
4. Why did Evan want a place of his own?	He had a large family. His house was crowded. He didn't like noise. He didn't have a place to keep his toys. He didn't have a place of his own.
5. If you were Evan, would you like more room to live in?	Yes. I wouldn't like having to share with so many people. No. It would be fun to have lots of people near me. (Accept any reasonable answer.)

Assessment

Instructional level--no more than 8 or 9 work recognition errors (95% words read correctly)
Comprehension level--no more than 1 or 2 incorrect answers to questions

DIAGNOSIS

Level 3.1

Reading Selection 5 Panorama, page 58

"Why, they're stealing our peaches!" Debby gasped. "What am I going to do? If I go around the shed to the house, they'll see me. I can't get to the phone. How can I stop them?"

Then, as she peeked around the corner again, she saw the hornets' nest. Slowly her hand closed on one of the peaches she had picked. Carefully she edged away from the shed, still keeping it between her and the three thieves. She aimed carefully.

WHAM! The peach missed the nest by about four inches. "Gramps was right," Debby thought unhappily. "I'm not good enough."

Questions and Possible Answers

1. What would be a good name for this story?	Debbie and the Thieves Saving the Peaches Debbie's Problem
2. What did the thieves want to steal?	Peaches
3. What was Debbie trying to hit when she threw the peach?	A hornets' nest
4. Why do you suppose Debbie wanted to hit the hornets' nest with a peach?	She wanted the hornets to bother the thieves. To stop the thieves from stealing the peaches.
5. Do you think Debbie knew anything about throwing balls and hitting targets?	Yes, she wouldn't even have tried to hit it if she hadn't thought she might be able to. No, she missed the nest.

Assessment

Instructional level--no more than 8 or 9 word recognition errors (95% words read correctly)
Comprehension level--no more than 1 or 2 incorrect answers to questions

DIAGNOSIS

Level 3.2

Reading Selection 6 — *Fiesta*, page 206

The little mouse was only two weeks old. He knew nothing about life. He didn't know how to search for food, hide from his enemies, or find shelter from wind and water. He didn't even know that he had enemies. But worst of all, he was unaware of the unseen dangers that were all around him.

One of those dangers was circling above him right now. A white gull had spied him. Soon Peek heard a whole flight of gulls screaming. They settled down on the water and paddled up alongside the little boat.

Questions and Possible Answers

1. What would be a good name for this story?	The Baby Mouse Dangers for the Baby Mouse
2. How old was the baby mouse?	Two weeks
3. What does the story tell us the baby mouse doesn't know how to do?	Search for food, hide from enemies, find shelter (Accept any of these.)
4. Why doesn't the mouse know about the dangers in his life?	He's too young. He hasn't learned yet.
5. Do you think the gulls will hurt Peek?	Yes, they want to eat him. No, they are just curious.

Assessment

Instructional level--no more than 8 or 9 word recognition errors (95% words read correctly)
Comprehension level--no more than 1 or 2 incorrect answers to questions

DIAGNOSIS

Level 4

Reading Selection 7 Kaleidoscope, page 88

Mario Bellini was a hardworking boy. He helped his father and mother run a newsstand in the busy Times Square subway station, right in the middle of New York City. One Saturday night, while Mario was taking care of the newsstand alone, he found a cricket. Chester Cricket and Mario quickly became friends.

When Mario's parents came back to close up the stand for the night, he and his father talked Mama Bellini into letting Chester stay. Mario made Chester a fine bed from a matchbox. Then he said goodnight and went home with Mama and Papa Bellini, leaving the cricket alone in the locked-up stand.

Questions and Possible Answers

1. If you were going to write a title for this story, what would it be?	Mario and the Cricket Mario and His New Friend
2. How did Mario help his mother and father?	He worked in the newsstand.
3. What did Mario make for the cricket?	A matchbox bed
4. What kind of person do you think Mario's father was?	Kind, thoughtful, loving (or a similar feeling)
5. Do you think Mario should have left the cricket locked up in the stand?	Yes, otherwise the cricket would get away. No, he should have taken him home. No, it's unkind to try to keep wild things. (Accept any reasonable answer.)

Assessment

Instructional level--no more than 9 or 10 word recognition errors (95% words read correctly)
Comprehension level--no more than 1 or 2 incorrect answers to questions

DIAGNOSIS

Level 5

Reading Selection 8 *Images*, pages 365-366

The red fox is a tricky, medium-sized, doglike animal that doesn't care at all what you think of him. He eats well, wears a beautiful coat, is good to his family, and has a sly sense of humor. And regardless of the fact that men and boys are always trying to take away his fancy coat, the red fox has prospered.

He was living here when the white man came. But the people who study such things believe that many of our red foxes today descended from those brought over from England a century ago to run before the hounds. The red fox has increased as the country was settled. He is not an animal of the great forest. He lives better near civilization, not in the barnyard, but within reach.

Questions and Possible Answers

1. If you were going to write another title for this story, what would it be?	The Red Fox The Tricky Red Foxes Red Fox and Man
2. How does the story describe the fox?	Medium-sized, doglike animal with a beautiful coat
3. What do men and boys want from the fox?	His fancy coat
4. Why does the fox choose to live close to civilization?	He can get food more easily than in the forest. There are no animals around that would kill and eat him.
5. Do you think a fox would make a good pet?	Yes, he is tricky, has a sense of humor, and would be fun. No, he might kill other animals we had. No, he's wild and can't be trusted. (Accept any reasonable answer.)

Assessment

Instructional level--no more than 11 or 12 word recognition errors (95% words read correctly)
Comprehension level--no more than 1 or 2 incorrect answers to questions

DIAGNOSIS

Level 6

Reading Selection 9 — *Galaxies*, page 270

Over one hundred years ago, in a small schoolhouse at Port Huron, Michigan, a seven-year-old boy was scolded severely by his teacher. Instead of paying attention to the lesson, he had been drawing something on a sheet of paper. Later, when an inspector visited the classroom, the teacher pointed out the boy and said, "That boy will never amount to anything. It's a waste of time keeping him in school."

Yes, the schoolboy "who would never amount to anything," was young Thomas Alva Edison. To his teacher and his classmates he seemed dreamy and dull-witted, his mind always on other things. But he grew up to be the greatest inventor our country has ever known.

Questions and Possible Answers

1. If you were going to write a title for this story, what would it be?	Thomas Edison in School
2. Where was the school Edison went to located?	Michigan Port Huron, Michigan
3. How did Thomas Edison appear to his teacher and friends?	Dreamy, dull-witted
4. Why did the teacher feel it was a waste of time for Edison to stay in school?	He didn't pay attention. He didn't listen.
5. Why do you think Edison was always day-dreaming?	He was planning inventions. He was bored. He didn't like school.

Assessment

Instructional level--no more than 10 or 11 word recognition errors (95% words read correctly)
Comprehension level--no more than 1 or 2 incorrect answers to questions

PREREADING SKILLS

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INTRODUCTION

Many factors in a child's development are crucial to his readiness for learning to read. If a child is confident of his ability to handle himself and the objects he encounters, he usually will develop a positive, healthy attitude toward himself and his ability to perform routine, new, or increasingly difficult tasks.

Teachers are aware that achieving readiness for reading involves developing many interrelated skills. Normally, a child develops several of these skills simultaneously. Consequently, the order in which the skills are presented here is not intended to be sequential.

The terminal objectives indicate ultimate attainment of the skills. The enroute objectives constitute a series of sequential steps leading to achievement of the terminal objectives. The activities, in turn, are designed to foster achievement of the en route objectives. They are presented on concrete, representational, and abstract levels, in that order. Research substantiates that a concrete to abstract sequence of experience most effectively fosters learning.

Teachers will find this material a sound and practical aid to diagnosing prereading skill needs of children and, subsequently, to prescribing learning activities to meet these needs. They are encouraged to adapt, select, and supplement the suggested activities and materials, especially to provide horizontal enrichment tailored to the needs of each child. In addition, they will find in the "Comprehension Skills" and "Word Identification Skills" sections of this guide objectives and activities appropriate to prereading instruction.

SPATIAL RELATIONSHIPS

DEFINITION OF SKILL	TERMINAL OBJECTIVES
Spatial relationships skill involves development of the child's concept of self as he gains knowledge and control of the position of his body in space. It includes	
Body Awareness--knowing names, movements, functions, and locations of body parts and surfaces.	Given a verbal direction, the learner will identify, locate, and move his body parts in the manner indicated.
Laterality--leftness, rightness, or two-sidedness, and the ability to use both sides of the body individually and simultaneously.	Given a verbal direction, the learner will use both sides of his body, individually and simultaneously.
Directionality--awareness of directions in space, such as left and right, up and down, forward and backward.	Given a verbal direction, the learner will indicate perception of directionality by the way he moves his body and uses objects in space.

INTERRELATED SKILLS

- Gross Motor Coordination
- Fine Motor Coordination
- Vocabulary Extension
- Visual Skills
- Auditory Skills
- Following Directions

SPATIAL RELATIONSHIPS

INTRODUCTION OF SKILL

Keep in mind that body awareness expands into recognizing the position of objects which make up the environment. Subsequent development of laterality and directionality are extremely essential to a child's sense of reality and security. Blending these three areas of spatial relationships helps the child orient himself to his immediate environment and the world around him. As he gains a positive image and effective control of his body, he will have a sound base upon which to build the perceptual skills which he needs for future academic learning.

Recognize that because establishing dominance is a part of the maturational process, the teacher should be aware of each child's growth in this area. Children who have not established a preferred side should be given additional practice in laterality experiences.

Use a child's drawing of himself as a pretest for body awareness.

Introduce activities at first by demonstrations and directions and later by directions only.

Consider using many of the suggested activities during "transition" times as well as during scheduled times in the school day.

MATERIALS

Textbooks and Kits--State and District

Music textbooks
Try: Task 1, Task 2 (Noble)

Related Instructional Material--District

Geoboards

Guides

Guidelines for the Kindergarten Program (LBUSD)
Learning to Move, Moving to Learn (Los Angeles County Schools)
Physical Education in the Elementary School (California State Department of Education)
Rhythmic Movement Activities for Primary Grades (Los Angeles County Superintendent of Schools)

Audio-Visual Material

Filmstrips, *Filmstrip Catalog, Elementary*
Motion pictures, *Motion Picture Catalog, Elementary*
Records
Television programs

Miscellaneous

Professional library books

SPATIAL RELATIONSHIPS

BODY AWARENESS

TERMINAL OBJECTIVE

Given a verbal direction, the learner will identify, locate, and move his body parts in the manner indicated.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration supplemented by an auditory cue or given a direction only, the learner will touch and name designated body parts and surfaces.

Demonstrate and ask the child to touch with both hands and name the body parts.

Demonstrate and ask the child to touch with both hands and name the body surfaces; e.g., front, back, sides, top, or bottom.

Have the child complete a sentence while touching a designated body part; e.g.:

Adult: Touch your (head, foot, etc.).
Child: I am touching my ______.

Given a demonstration supplemented by an auditory cue or given a direction only, the learner will move designated body parts.

Adapt activities suggested above, using games, such as "Simon Says."

Given a demonstration and/or direction to perform a body movement, the learner will name the body part and the action.

Have the child move a body part, stating the movement orally; e.g.:

I am nodding my head.
I am stretching my arms.

Note: Other actions include leaning, bending, shaking, twisting, swinging, rolling, etc.

Extend this activity by asking another child to describe the movements.

SPATIAL RELATIONSHIPS

TERMINAL OBJECTIVE

Given a verbal direction, the learner will identify, locate, and move his body parts in the manner indicated.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Ask the child to touch a body part and supply its name and function; e.g.:

I see with my eyes.
I snap with my fingers.
I jump with my feet.

Given simulated body parts, the learner will name and assemble them.

Allow the child to mold a body image, using clay, play dough, wet sand, etc.

Ask the child to assemble paper, felt, or pellon cutouts of body parts and name them.

- Have the child observe himself in a mirror and complete a drawing of a face outlined on paper.

Have the child create a body image, using a variety of materials, such as crayons, yarn, cloth pieces, buttons.

SPATIAL RELATIONSHIPS

LATERALITY

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use both sides of his body, individually and simultaneously.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration supplemented by an auditory cue or given a direction only, the learner will use alternate sides of his body and then use both sides simultaneously.

Have the child alternate movements of his arms and legs; e.g.:

Extend one arm; extend the other arm (foot, hand, leg).

Ask the child to lie with his back on the floor and move his arms and legs, being sure the body parts always touch the floor in the manner of "angels in the snow," i.e.:

Put arms at side and feet together.
Move arms over head until hands touch.
Move arms back to side.
Move feet wide apart and back together.

Encourage the child to use various playground markings; e.g., footprints, hopscotch, lines.

Let the child imitate animal movements; e.g., puppy dog run, rabbit jump, crab walk.

Given a demonstration supplemented by an auditory cue or given a direction only, the learner will use the right and left sides of his body.

Ask the child to follow a series of directions involving the right side; e.g.:

Raise your right hand.
Lift your right foot.
Place your right hand on your right ear.

Note: Use tape on the child's right hand as long as necessary.

SPATIAL RELATIONSHIPS

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use both sides of his body, individually and simultaneously.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Have the child respond with appropriate actions and verbalization to a series of questions related to the right side of the body; e.g.:

Adult: Can you touch your right ear?
Child: Yes, I can touch my right ear.

Ask the child to follow a series of directions involving the left side.

Have the child respond with appropriate actions and verbalization to a series of questions related to the left side of the body.

Ask children to close their eyes and follow any of the above activities.

Given a demonstration supplemented by an auditory cue or given a direction only, the learner will cross the midline of the body, involving both sides at the same time.

Direct children to place their right hands over their hearts during the flag salute.

Ask children to follow a leader in actions involving right and left; e.g.:

Put your right hand over your left ear.
Touch your left elbow to your right knee.
Cross your arms in front of you.
Cross your legs while sitting.

SPATIAL RELATIONSHIPS

DIRECTIONALITY

TERMINAL OBJECTIVE

Given a verbal direction, the learner will indicate perception of directionality by the way he moves his body and uses objects in space.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration supplemented by an auditory cue or given a direction only, the learner will demonstrate by the designated action his ability to function in space.

Have the child make himself as tall/small, thick/thin as he can.

Ask the child to touch body parts to points or objects in the surroundings. Extend this activity by having him verbalize the action; e.g.:

Adult: Can you touch your head to the floor?
Child: I can touch my head to the floor.

Request the child to move in a specified direction or to a designated position; e.g.:

Move forward (backward).
Step inside (outside) a circle.
Point to the space on your left (right).

Given one or more objects and a direction, the learner will move himself and the objects through space.

Ask children to proceed through an obstacle course as directed.

Note: Vary the equipment and the difficulty of the directions.

Have children stand in a straight line or in a circle and pass an object in various directions (over, under, to the right, etc.) from one to another.

SPATIAL RELATIONSHIPS

TERMINAL OBJECTIVE

Given a verbal direction, the learner will indicate perception of directionality by the way he moves his body and uses objects in space.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a partner and a direction, the learner will perform with his partner the movement specified.

Have the child move in a variety of directions in relation to a partner, and then alternate roles; e.g.:

Face your partner.
Stand behind (in front of) your partner.
Move away from (toward) your partner.

Have the child perform with his partner movements involving right and left; e.g.:

Touch right (left) hands.
Point to your partner's right (left) side.
Touch your right hand to your partner's left hand.

Use a variety of song and clapping games requiring children to cross the midline of the body; e.g., Peas Porridge Hot.

GROSS MOTOR COORDINATION

DEFINITION OF SKILL

Gross motor coordination is the ability to control the whole body in axial and locomotor movements.

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use his entire body to perform specific axial and locomotor skills.

PRESKILLS

Spatial Relationships

INTERRELATED SKILLS

Following Directions
Spatial Relationships
Vocabulary Extension

INTRODUCTION OF SKILL

Provide opportunities for children to explore, experiment with, and strengthen their movements. Assess each child's skills and provide progressive experiences at which each can succeed. Basic movements to be assessed and developed include crawling, walking, running, balancing, hopping, jumping, galloping, and skipping.

Vary activities to provide additional practice and challenge.

Keep in mind during the entire day activities to develop movement skills with the objective of integrating them with other learning experiences.

Encourage children to verbalize activities as they perform them as an aid to language development and clarification of concepts.

GROSS MOTOR COORDINATION

MATERIALS

Textbooks--State and District

Music textbooks

Special Supplementary Reading Material--District

Developing Prereading Skills (Holt)

Guides

Guidelines for the Kindergarten Program (LBUSD)
Hop, Skip, Jump, Read (Christian Press)
Learning to Move, Moving to Learn (Los Angeles County Schools)
Physical Education in the Elementary School (California State Department of Education)
Rhythmic Movement Activities for Primary Grades (Los Angeles County Superintendent of Schools)

Audio-Visual Material

Motion pictures, Motion Picture Catalog, Elementary
Radio programs
Records

Miscellaneous

Balance beam
Hoops
Playground markings and equipment
Professional library books

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GROSS MOTOR COORDINATION

CRAWLING

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use his entire body to perform specific axial and locomotor skills.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given oral directions to crawl or creep in different ways, the learner will complete the tasks.

Provide opportunities for children to imitate crawling animals in a circle game or rhythmic activity.

Have children crawl in a cross lateral pattern; i.e., the left knee and right hand move forward at the same time, followed by the right knee and left hand moving forward together.

Ask children to crawl in a lateral pattern; i.e., the left knee and left hand move forward at the same time.

Instruct children to crawl through an obstacle course.

Note: Vary the equipment by using tunnels, chairs, tables, boxes, etc. Include a variety of directions, such as over, under, through, around.

GROSS MOTOR COORDINATION

WALKING

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use his entire body to perform specific axial and locomotor skills.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given oral directions, the learner will participate in a variety of walking activities.

Have children walk around the room without touching anyone.

Allow children to walk in different ways; e.g., fast/slow, long steps/short steps, forward/backward.

Select a partner for each child and have the couples walk to accompaniment.

Provide opportunities for children to tiptoe, walk, or march to different rhythmic patterns.

Given oral directions, the learner will walk on a line.

Have the child walk forward on a line to the end, turn around, and return.

Ask the child to walk backwards to the end of the line.

Have the child walk sideways on a line, using a step-slide-step pattern.

Note: Extend the above activities by asking the child to carry an object.

GROSS MOTOR COORDINATION

RUNNING

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use his entire body to perform specific axial and locomotor skills.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration supplemented by auditory cues or given directions only, the learner will run.

Suggest that children run in many ways; e.g., forward, slowly/quickly, with knees high, on tiptoe.

Ask children to run in one place until a signal to stop is given.

Have children run to accompaniment.

Suggest that children run with a partner.

Let children run, making a circle or other shapes.

GROSS MOTOR COORDINATION

BALANCING

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use his entire body to perform specific axial and locomotor skills.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration supplemented by auditory cues or given directions only, the learner will balance in a stationary position.

Ask the child to stand on one foot and then the other for a given period of time.

Ask the child to balance on one hand and one foot.

Have the child balance on his toes while placing his hands on hips, with his feet together or far apart, or while bending to the side.

Have the child lower himself until he is sitting on his heels, then stand up again.

Have the child move his arms in different directions while balancing on one foot.

Ask the child to sit in a cross-legged position and stand up without using his hands.

Given a demonstration supplemented by auditory cues or given directions only, the learner will balance on a line.

Tell the child to walk forward on a line heel-to-toe and then backward toe-to-heel.

Have the child move sideways on a line, foot over foot.

Given a demonstration supplemented by auditory cues or given directions only, the learner will move in different ways on a balance beam.

Instruct the child to walk forward, backward, and sideways on a balance beam.

Suggest that the child try different movements on the balance beam; e.g., crawling, touching toes.

Note: Extend the above activities by asking the child to carry objects in his hands/on his head, focus on an eye-level stationary object, walk with his eyes closed, etc.

GROSS MOTOR COORDINATION

HOPPING

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use his entire body to perform specific axial and locomotor skills.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration supplemented by auditory cues or given directions only, the learner will hop in a variety of ways.

Have children hop on one foot and then the other without touching each other.

Encourage the child to hop in different ways; e.g., quickly/slowly, away from/toward/around an object, inside/outside a circle or hoop.

Instruct the child to hop on one foot to a designated target, change feet, and hop back.

GROSS MOTOR COORDINATION

JUMPING

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use his entire body to perform special axial and locomotor skills.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration supplemented by auditory cues or given directions only, the learner will jump.

Have the child jump near others without touching them.

Let the child play jumping games with other children.

Encourage the child to jump in different ways; e.g., forward, backward, high, far, fast, slow, turning around, with a partner.

Have the child perform a standing jump and/or a running jump for distance.

Given a demonstration supplemented by auditory cues or given directions only, the learner will jump using additional aids.

Ask the child to jump to a variety of accompaniments.

Have children jump from one to another of four or five hoops placed edge to edge on the floor.

Teach the child to use long and short jump ropes.

GROSS MOTOR COORDINATION

GALLOPING

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use his entire body to perform specific axial and locomotor skills.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration supplemented by auditory cues or given directions only, the learner will gallop.

Have the child gallop in different ways; e.g., slowly/quickly, forward/backward/sideways, with a partner.

Ask the child to gallop to rhythmic accompaniment.

Have the child gallop on a line, leading with one foot, turning around, and then leading with the other foot.

GROSS MOTOR COORDINATION

SKIPPING

TERMINAL OBJECTIVE

Given a verbal direction, the learner will use his entire body to perform specific axial and locomotor skills.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration supplemented by auditory cues or given directions only, the learner will skip.

Suggest that children skip in many ways; e.g., slowly/quickly, long step/short step, around an object.

Ask the child to skip to rhythmic accompaniment.

Have the child skip with a partner, using the same foot as the partner.

Note: If the child has difficulty skipping, provide more practice in walking and hopping.

FINE MOTOR COORDINATION

DEFINITION OF SKILL

Fine motor coordination is the ability to use and control the small muscles.

TERMINAL OBJECTIVE

Given opportunities and materials, the learner will coordinate his eyes and hands.

PRESKILLS

Spatial Relationships
Gross Motor Coordination

INTERRELATED SKILLS

Following Directions
Vocabulary Extension
Visual Skills

INTRODUCTION OF SKILL

Provide many experiences with gross motor activities before introducing fine motor activities.

Keep in mind that children may have the necessary eye-hand coordination but not the strength to perform a specific task.

Recognize also that although a child usually will perform more skillfully with the dominant hand than with the other hand, some children may not have established dominance.

FINE MOTOR COORDINATION

MATERIALS

Special Supplementary Reading Material--District

Developing Prereading Skills (Holt)
Workjobs (Addison-Wesley)

Guides

Hop, Skip, Jump, Read (Christian Press)
Physical Education in the Elementary School (California State Department of Education)

Audio-Visual Material

Motion pictures, Motion Picture Catalog, Elementary

Miscellaneous

Balls
Beanbags
Hoops
Ring toss
Tootie launcher

FINE MOTOR COORDINATION

TACTILE DISCRIMINATION

TERMINAL OBJECTIVE

Given opportunities and materials, the learner will coordinate his eyes and hands.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given opportunities, the learner will touch and identify objects in his immediate environment.

Tell children to touch specific objects in the classroom, such as floor tile, door knob, carpet, window, to develop their awareness of textures.

Let the child take off his shoes and socks and feel the floor, rug, concrete, sand, blacktop, and grass with his feet.

Given materials, the learner will identify and match them by touch.

Give the child several pieces of cloth, some of which are similar, and ask him to select the ones that are alike.

Place mixed sets of circles, triangles, squares, and rectangles in a Touch Box, and ask the child to find the ones that are the same.

Note: Extend activities by including other materials.

Given materials, the learner will discriminate among a variety of objects he feels, and verbally support his decision.

Let the child feel many objects and find items that are smooth, rough, heavy, light, thick, thin, soft, hard, etc.

Provide the child with several cans of varying weight and ask him to arrange them in order from light to heavy.

Ask the child to repeat a rhythmic pattern which the teacher has tapped on his hand.

Ask the child to close his eyes and identify sandpaper geometric shapes, numerals, or letters.

FINE MOTOR COORDINATION

EYE-HAND COORDINATION

TERMINAL OBJECTIVE

Given opportunities and materials, the learner will coordinate his eyes and hands.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration and daily opportunities, the learner will participate in manipulative experiences.

Have children work with indoor and outdoor blocks and accessories.

Let children experiment with a variety of materials; e.g., clay, tempera and fingerpaint, crayons, scissors, paper to tear/fold/cut/paste.

Have children make two continuous circles in the air or on the chalkboard, using both hands at the same time, one moving clockwise, the other counter-clockwise. Reverse directions or make both circles in the same direction.

Allow children to use manipulative games; e.g., puzzles, pegboards, parquetry blocks, beads and strings, nuts and bolts, button boards, small flannel boards.

Instruct children in the use of tools during construction.

Let children toss and catch fleece balls and large bouncing balls.

Show children how to use hoops, tootie launchers, ring toss, etc.

Given a demonstration and/or oral directions, the learner will handle a ball with skill.

Help children learn to roll, bounce, pass, catch, and throw a ball.

Have children in pairs or in groups play games designed to refine and combine ball handling skills.

Let children practice rolling or throwing at targets; e.g., a wastebasket or several plastic bottles.

FINE MOTOR COORDINATION

TERMINAL OBJECTIVE

Given opportunities and materials, the learner will coordinate his eyes and hands.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given a demonstration and/or oral directions, the learner will manipulate a bean bag.

Help the child become adept at tossing and catching a bean bag.

Teach the child to use a scoop, basket, or backboard with the bean bag.
Note: Extend the above activities by including partner or group games.

Given directions and a variety of materials, the learner will use and refine control of his small muscles.

Provide numerous experiences, such as

Painting on paper with a brush, using large, free movements.

Tracing with a finger around geometric shapes.

Drawing straight and curved lines from top to bottom.

Making lines from left to right.
Note: Give a visual clue on the left side.

Lacing and tying shoes.

Cutting on a line.

Connecting dots to form patterns and shapes.

Tracing within a large template, using crayon or pencil.

Tracing with a finger sandpaper shapes, numerals, or letters.

Writing name in sand, salt, or finger paint.

Tracing with a finger letters of his name (overwriting).
Note: Provide a name card by printing the child's name in proper manuscript form with a wide marking pen on oaktag.

Tracing with a pencil on thin paper the letters of his name.
Note: Provide a name card to slip under the thin paper.

AUDITORY SKILLS

AUDITORY DISCRIMINATION

DEFINITION OF SKILL

Auditory discrimination is the ability to receive and distinguish sounds.

TERMINAL OBJECTIVE

Given words, the learner will identify and select those that sound different, similar, or identical.

INTERRELATED SKILLS

Visual Skills
Listening
Oral Language

INTRODUCTION OF SKILL

Be aware that one of the first and most frequently used auditory activities the child will encounter is hearing and recognizing a sound signal, such as a bell, clapping pattern, piano chord.

Provide many opportunities for children to hear nursery rhymes, poems, and songs that rhyme before initiating formal instruction in rhyming.

Be alert to hearing deviations among children in the class. Send any child who appears to have a hearing problem to the nurse for screening.

MATERIALS

Textbooks and Kits--State and District

- Building Prereading Skills, Kit A (Ginn)
- Poems to Read to the Very Young (Random)
- Sound of Poetry (Allyn)
- Sounds of Home (Holt)
- Talking Time (Webster)

Special Supplementary Reading Material--District

- Developing Prereading Skills (Holt)
- Ideal materials
- Language Experiences in Early Childhood (Encyclopedia Britannica)
- Peabody Language Development Kit, Levels 1 and 2 (American Guidance)
- Readiness in Language Arts (Behavioral Research)
- Workjobs (Addison-Wesley)

Guide

- Guidelines for the Kindergarten Program (LBUSD)

Audio-Visual Material

- Radio and television
- Records
- Rhythm instruments
- Tapes and listening post

Miscellaneous

- Teacher-prepared materials

AUDITORY SKILLS

AUDITORY DISCRIMINATION

TERMINAL OBJECTIVE

Given words, the learner will identify and select those that sound different, similar, or identical.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given unrelated sounds, the learner will identify and/or reproduce a designated sound.

Allow the child to observe and hear a drum and a bell, rhythm stick and a triangle, wood block and a symbol, or other combinations of sounds. Have him close his eyes, listen for one sound in each set, pick up an instrument and reproduce that sound.

Note: Extend the activity by increasing the number of objects in each set or including objects with more similar sounds.

Show pictures of animals and make their sounds. Repeat one sound and ask the child to select the appropriate picture.

Tell the story, "The Three Bears," and ask children to identify each bear's voice by flashing a response card when they hear the correct voice.

Given a series of related sounds, the learner will identify and match similar or identical ones.

Clap a rhythmic pattern and have the child repeat it.

Provide opportunities for the child to match tones with rhythm instruments or song bells.

Provide sets of two sound cans, each set filled with a different material, such as sand, beans, gravel. Let the child find two cans that sound the same.

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AUDITORY SKILLS

AUDITORY DISCRIMINATION

TERMINAL OBJECTIVE

Given words, the learner will identify and select those that sound different, similar, or identical.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given words orally, the learner will select ones which sound alike.

Provide numerous opportunities for children to indicate rhyming words in nursery rhymes, poems, and songs.

Say pairs of words, some that are identical and some that differ. Have the child respond when he hears like words; e.g., pin--pan, red--red.

Note: To reinforce auditory skill, prevent the child from observing the adult speaking.

Show three objects or pictures of objects, two with names that rhyme. Have the child select the ones with rhyming names.

Give the child a key word and two other words, one of which rhymes with the key word; e.g., dog--boy, log. Ask him to repeat the word that rhymes with the key word.

Say a series of words and have the child say another with the same sound pattern; e.g., ball, fall, tall--hall.

AUDITORY SKILLS

AUDITORY MEMORY

DEFINITION OF SKILL

Auditory memory is the ability to repeat sounds, words, or sentences.

TERMINAL OBJECTIVE

Given a sentence orally, the learner will repeat it.

INTERRELATED SKILLS

Recall
Following Directions
Auditory Discrimination
Listening

INTRODUCTION OF SKILL

Request screening by the speech teacher if a child deviates markedly when reproducing sounds and words.

Provide opportunities for ESL children to receive individual help.

AUDITORY SKILLS

MATERIALS

Textbooks and Kits--State and District

Building Prereading Skills, Kit A (Ginn)
Poems to Read to the Very Young (Random)
Sound of Poetry (Allyn)
Sounds of Home (Holt)
Talking Time (Webster)

Special Supplementary Reading Material--District

Developing Prereading Skills (Holt)
Ideal materials
Peabody Language Development Kit, Levels 1 and 2 (American Guidance)
Readiness in Language Arts (Behavioral Research)
Workjobs (Addison-Wesley)

Guide

Guidelines for the Kindergarten Program (LBUSD)

Audio-Visual Material

Radio and television
Records
Rhythm instruments
Tapes and listening post

Miscellaneous

Teacher-prepared materials

AUDITORY SKILLS

AUDITORY MEMORY

TERMINAL OBJECTIVE

Given a sentence orally, the learner will repeat it.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given sounds, the learner will remember and reproduce them.

Tap a rhythmic pattern while the child has his eyes closed and have him reproduce the pattern.

Note: Extend this activity by increasing the length of the pattern.

Clap a number of times while children have their eyes closed and have them reproduce the exact number of claps.

Given words or sentences, the learner will remember and repeat them.

Pronounce a word (words or groups of words) and have the child repeat it.

Say a set of two random digits and ask the child to repeat them in the order given.

Note: Extend this activity by using three and four digits, telephone numbers, addresses, etc.

Say a simple sentence orally and have the child repeat it.

Note: Extend this activity by using longer and more complex sentences.

Provide opportunities for children to rote count or repeat the alphabet.

VISUAL SKILLS

VISUAL DISCRIMINATION

DEFINITION OF SKILL

Visual discrimination is the ability to differentiate between like and unlike forms and symbols.

TERMINAL OBJECTIVE

Given a set of symbols or words, the learner will discriminate between ones that are the same and ones that are different.

PRESKILLS

Directionality
Fine Motor Coordination

INTERRELATED SKILLS

Vocabulary
Following Directions
Classification

INTRODUCTION OF SKILL

Demonstrate activities used to develop this skill. Seat children so that they can observe visual activities with ease.

VISUAL SKILLS

MATERIALS

Textbooks and Kits--State and District

Try: Task 1, 2, 3 (Noble)

Special Supplementary Reading Material--District

Developing Prereading Skills (Holt)
Ideal materials
Peabody Language Development Kit, Levels 1 and 2 (American Guidance)
Readiness in Language Arts (Behavioral Research)

Guide

Guidelines for the Kindergarten Program (LBUSD)

Miscellaneous

- Beads and strings
- Block toys and accessories
- Fit-A-Space game
- Geoboards
- Magnetic form and alphabet boards
- Parquetry blocks
- Pegboards and pegs
- Puzzles
- Teacher-made materials

VISUAL SKILLS

VISUAL DISCRIMINATION

TERMINAL OBJECTIVE

Given a set of symbols or words, the learner will discriminate between ones that are the same and ones that are different.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given objects, pictures, or shapes and an oral direction, the learner will identify and select items that look the same or ones that look different.

Have children sort according to size, shape, or color a set of objects or pictures of objects; e.g., buttons, beads, pieces of yarn.

Distribute color chips or crayons of various colors, giving one chip or crayon to a child, and have each child find the ones that match his.

Arrange a set of pictures or shapes in a row and have the child find items that are identical to the first one.

Given objects, pictures, or shapes and an oral direction, the learner will locate the designated items within the foreground or background.

Show the child an object from a group of objects, replace the object in the group, and ask the child to find the item he has seen.

Hand or show a shape to the child and have him locate objects within the room that are the same shape; e.g., circle--clock, wheel on a toy, door knob.

Provide the child with a picture of two shapes, one superimposed on the other; e.g., a tree on a house, a triangle on a circle. Show him one of the shapes and ask him to outline it on the picture.

VISUAL SKILLS

VISUAL DISCRIMINATION

TERMINAL OBJECTIVE

Given a set of symbols or words, the learner will discriminate between ones that are the same and ones that are different.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given two or more objects, pictures, or shapes and an oral direction, the learner will manipulate or complete the items as indicated.

Have the child assemble puzzles.

Give the child a pegboard or geoboard with a design or a picture of a bead pattern. Ask him to reproduce the design or pattern.

Note: Extend the activity by increasing the complexity of the design and pattern.

Give the child an unfinished shape or picture and ask him to complete it while observing a finished one.

Give the child objects similar to those shown on a picture card. Have him place the objects in the same position as in the picture; e.g., saucer under a cup, car in front of a garage.

Given letters or words and an oral direction, the learner will identify items that look the same or items that look different.

Provide a set of alphabet letters containing three or four of each letter and allow the child to place all the identical ones together.

Arrange a set of letters and ask the child to find ones identical to or ones different from a designated letter.

Show the child a list of several children's names and ask him to select his own.

Note: Extend the activity by using labels common within the child's environment; e.g., stop/go, girls/boys, name of school.

VISUAL SKILLS

VISUAL MEMORY

DEFINITION OF SKILL

Visual memory is the ability to recall objects, pictures, and symbols.

TERMINAL OBJECTIVE

Given letters or words, the learner will reproduce them after they have been removed.

PRESKILLS

Directionality
Laterality

INTERRELATED SKILLS

Recall
Visual Discrimination
Following Directions
Listening
Eye-Hand Coordination

INTRODUCTION OF SKILL

Provide adequate time for the child to observe the objects or pictures to be recalled. Shorten the exposure time as the child's skill increases.

VISUAL SKILLS

MATERIALS

Textbooks and Kits--State and District

Building Prereading Skills, Kit A (Ginn)
Kindergarten picture books
Try: Task 1, 2, 3 (Noble)

Special Supplementary Reading Material--District

Developing Prereading Skills (Holt)
Ideal materials
Peabody Language Development Kit, Levels 1 and 2 (American Guidance)
Workjobs (Addison-Wesley)

Guide

Guidelines for the Kindergarten Program (LBUSD)

Miscellaneous

Beads and strings
Flannel board and shapes
Magnetic board and shapes
Teacher-prepared materials

VISUAL SKILLS

VISUAL MEMORY

TERMINAL OBJECTIVE

Given letters or words, the learner will reproduce them after they have been removed.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given objects to observe, the learner will recall them after they have been covered.

Have the child look at a set of objects for a brief time, close his eyes, and then identify an object which has been added while his eyes were closed.

Have the child observe for a brief time a set of objects arranged in a specific order. Remove the objects and have the child replace them in their original position.

Note: Start with three or four objects and extend the difficulty by increasing the number.

Show the child a bead design on a string. Remove the string and have the child repeat the pattern.

Given pictures to observe, the learner will find what he has seen after it has been removed.

Let the child see a picture in a book. Close the book and have him locate the specific picture.

Show the child one of a set of pictures. Remove the picture and ask him to select the same picture from a second set.

Given shapes or symbols to observe, the learner will recall and reproduce them after they are out of sight.

Let the child see a large domino card. Remove the card and ask the child to select the duplicate from his set of cards.

Note: Start with three or four cards in the set. Gradually increase the number of cards. Use alphabet or numeral cards in the same manner.

VISUAL SKILLS

VISUAL MEMORY

TERMINAL OBJECTIVE

Given letters or words, the learner will reproduce them after they have been removed.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Provide the child with felt geometric shapes. Show him a pattern of the same shapes drawn on a card, remove the card, and ask him to duplicate the pattern.

Show the child a card with several random letters. Remove the card and have the child place his set of individual letters in the exact order.

Note: Increase difficulty by using word cards.

Show the child a card with his name printed in correct manuscript form. Allow him to copy his name on work if he chooses. Remove the card and allow him to write his name when he is ready to do so.

LISTENING

DEFINITION OF SKILL

Listening is willful or deliberate attention to the hearing act.

TERMINAL OBJECTIVE

Given opportunities to develop listening skills, the learner will indicate understanding of what he hears.

INTERRELATED SKILLS

Auditory Skills
Vocabulary Extension
Comprehension Skills

INTRODUCTION OF SKILL

Make sure that children have many pleasurable experiences hearing well-known stories and poems.

Recognize that readiness is as important to listening as it is to reading.

Speak clearly and in a pleasant voice that all can hear. If possible, seat children who have difficulty attending or hearing near the speaker.

Establish a goal of stating directions only once.

Be a good listener yourself as you help children build a positive attitude toward listening.

LISTENING

MATERIALS

Textbooks and Kits--State and District

Kindergarten picture books
Poems to Read to the Very Young (Random)
Sound of Poetry (Allyn)
Talking Time (Webster)

Audio-Visual Material

Listening posts
Motion pictures, Motion Picture Catalog, Elementary
Radio and television programs
Records
Tape recorders

Miscellaneous

Puppets

LISTENING

TERMINAL OBJECTIVE

Given opportunities to develop listening skills, the learner will indicate understanding of what he hears.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given opportunities to be included in casual listening experiences, the learner will occasionally join in conversation.

Provide indoor and outdoor activities during which children may converse freely with peers or adults; e.g., activities involving learning centers, block time, recess.

Involve parent volunteers or others in reading nursery rhymes, stories, or poems to small groups of children who choose this activity. Allow children to talk about what is read to them.

Note: Tapes and records may be used also.

Given opportunities for attentive listening experiences, the learner will respond in a designated way.

Give and encourage children to follow practical directions for securing, using, and replacing block equipment and supplies for materials.

Inform children of the importance of class and school announcements and provide necessary explanations. Encourage individual responsibility for follow through.

Have children listen to stories and music. Ask them to respond to questions before or after the selection is heard.

Allow children to listen to tapes in learning centers and complete a follow-up activity.

Given opportunities for appreciative listening experiences, the learner will participate voluntarily in an active or passive manner.

Tell a story to children and have them recreate it with puppets, dramatization, or pictures.

Note: Extend the activity by encouraging children to create original stories or poems.

LISTENING

TERMINAL OBJECTIVE

Given opportunities to develop listening skills, the learner will indicate understanding of what he hears.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Have children listen to musical selections and let them respond freely.

Note: Some children may wish to move and others may choose to describe the music.

Take children on a listening walk to hear as many sounds as possible.

Given opportunities for critical listening experiences, the learner will exhibit behavior indicating he understands what he has heard.

Guide discussions in which children are encouraged to evaluate what has been said and contribute relevant questions or information.

Note: This may be a problem-solving discussion.

Provide opportunities for children to listen to selected motion pictures and radio or television programs, and respond to what they have heard.

Have children listen to stories and evaluate verbally or pictorially whether they are truth or fantasy.

ORAL LANGUAGE

DEFINITION OF SKILL

Oral language is a system of vocal sounds used to communicate.

TERMINAL OBJECTIVE

Given the opportunity, the learner will use complete sentences orally.

PRESKILLS

Auditory Discrimination

INTERRELATED SKILLS

Listening
Vocabulary Extension
Phonetic Analysis

INTRODUCTION OF SKILL

Consider the following: "Throughout the school day there is an emphasis on language development. Language is not viewed as a period of instruction that can be identified on a schedule. Rather, language might be thought of as holding the program together."[1]

Encourage children to develop a positive attitude toward oral language. The teacher's oral language should be of a quality that serves as a model for children.

Encourage all children to contribute orally. A variety of language patterns should be accepted in the early stages of development. Oral language develops simultaneously with growth in vocabulary.

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[1] Roach and Claryce Van Allen, Language Experiences in Early Childhood, Encyclopedia Britannica Press, 1969, page 1.

ORAL LANGUAGE

MATERIALS

Textbooks and Kits--State and District

Building Prereading Skills, Kit A (Ginn)
Earth, Home of People (Silver Burdett)
People in Action, A-E (Holt)
See and Say Series (American)
Sounds of Home (Holt)
Starter Concept Cards (Scott, Foresman)
Workers in Our Neighborhood (McGraw)

Special Supplementary Reading Material--District

Ideal materials
Language Experiences in Early Childhood (Encyclopedia Britannica)
Peabody Language Development Kit, Levels 1 and 2 (American Guidance)

Guide

Guidelines for the Kindergarten Program (LBUSD)

Miscellaneous

Indoor and outdoor blocks

ORAL LANGUAGE

TERMINAL OBJECTIVE

Given the opportunity, the learner will use complete sentences orally.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Given opportunities to be included in casual conversation, the learner will participate occasionally.

Note: Accept random responses of words, phrases, or sentences during casual conversation.

Given opportunities for oral interaction with others, the learner will participate.

Provide opportunities for group discussion on a specific topic and encourage children to participate.

Note: Opportunities may include problem-solving discussions.

Allow children to role-play familiar social situations from their experiences and encourage verbal interaction.

Suggest that a child help another child by explaining a completed activity.

Given experiences to enrich oral language, the learner will include descriptive words or phrases in his responses.

Select a topic that is of interest to children. Take the first turn setting the pattern; e.g.:

My favorite food is __________. It is (descriptive words).

Note: Other possible starters are:

My favorite toy is __________.
My mother is __________.
My pet is __________.

Extend the activity by including analogies.

ORAL LANGUAGE

TERMINAL OBJECTIVE

Given the opportunity, the learner will use complete sentences orally.

SUGGESTED EN ROUTE OBJECTIVES AND POSSIBLE ACTIVITIES

Seat children in a circle, each with a paper bag puppet. Say a descriptive sentence as a story starter and have each child in turn add to the story by speaking through his puppet.

Allow children to complete a squiggle on newsprint. Ask a child to tell whether his is real or make-believe and to describe it.

Given opportunities for oral expression, the learner will respond in complete sentences.

Provide a set of objects or pictures and ask a question about one of them. Guide children in answering in complete sentences, beginning with the simplest form and progressing to the more complex; e.g.:

Adult: Which of these do you like best?
Child: I like the __________.

Adult: Which of these is hot?
Child: The sun is hot.

Adult: What were the first two things you did this morning?
Child: I got up and brushed my teeth.

Note: Refer to the "Syntax and Context, and Word Recognition" section of this guide and Language Experiences in Early Childhood for additional information on sentence patterns.

Have the child dictate sentences about his paintings, pictures, or experiences. Allow him to observe that his speech can be written down and read back to him.

Note: Accept words or phrases and encourage complete, descriptive, and sequential sentences.

WORD IDENTIFICATION SKILLS

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INTRODUCTION D-1

PHONETIC ANALYSIS D-3

Note: For the following items refer to the pages indicated:

- Initial Consonant D-7
- Phonograms D-10
- Final Consonants D-10
- Short Vowels D-12
- Initial Consonant Digraphs D-13
- Long Vowels D-14
- Long and Short Vowels D-17
- Hard and Soft C D-18
- Hard and Soft G D-18
- Variant Sound of S D-19
- Silent Consonants K, W D-19
- Special Vowel Sounds (ar, er, ir, or, ur; ow, oo, oi, ew, ou; aw, al) D-21

STRUCTURAL ANALYSIS D-23

- Plurals D-23
- Inflectional Endings D-31
- Possessives D-38
- Compound Words D-43
- Contractions D-48
- Syllables D-53
- Prefixes D-59
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SYNTAX AND CONTEXT, AND SIGHT RECOGNITION D-75

Note: For the following items refer to the pages indicated:

- Syntax and Context in Oral Reading D-77
- Relationship Between Oral and Written Language D-79
- Syntax and Context in Reading . . D-80
- Combining Syntax, Context, Phonics, and Structural Analysis D-82
- Acquisition of Sight Vocabulary D-84

WORD IDENTIFICATION SKILLS

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VOCABULARY EXTENSION D-87

Note: For the following items refer to the pages indicated:

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- Systematic Acquisition D-93
  - Synonyms D-93
  - Antonyms D-99
  - Homographs D-101
  - Homonyms D-101
  - Derivations D-102
- Acquisition Through Reading D-103
- Using New Vocabulary in Writing D-105

INTRODUCTION

This section of the guide is concerned with the following reading skill areas:

Phonetic Analysis

Structural Analysis

Syntax and Context, and Sight Recognition

Vocabulary Extension

- Multiple Meanings
- Synonyms
- Antonyms
- Homonyms
- Homographs

For the purpose of clarity, these skill groups have been identified and dealt with as separate entities. However, teachers must keep in mind that after pupils have mastered these skills, they do not continue to use them in isolation. Consequently, pupils must have many opportunities to correlate and use all of the skills as needed if they are to develop into capable readers.

The areas, Phonetic Analysis and Structural Analysis, each contain a number of specific skills to be mastered by pupils. Each skill should be taught separately until the learner attains competence in its use. Children also should be taught to use syntax and context as an additional aid in identifying new vocabulary.

Vocabulary extension should be regarded as a lifetime activity, and every effort made to help children become curious about new words and conscious about the need for developing word power. Satisfying experiences in this area can provide incentive to apply and practice the other word identification skills.

In teaching vocabulary identification skills, teachers must be ever mindful of the different learning modalities of children and make every effort to provide a program that meets the needs of individuals.

PHONETIC ANALYSIS

DEFINITION OF SKILL

Phonetic analysis or phonics is the method of using sound units as an aid to decoding and recognizing words.

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

PRESKILLS

Visual Discrimination
Can the learner identify likenesses and differences in letters and words?

Auditory Discrimination
Can the learner determine whether a pair of words given orally are identical or different?

Can the learner identify words that rhyme?

Note: It is essential that children acquire these skills before sound-symbol instruction is begun.

INTERRELATED SKILLS

Spatial Relationships
Visual Memory
Auditory Memory
Structural Analysis
Context Clues
Vocabulary Extension

TASK ANALYSIS

Can the learner identify, say, and associate sound-symbol units to decode words by

a. Using initial, medial, and final consonants?
b. Using short vowel sounds?
c. Using long vowel sounds?
d. Discriminating between long and short vowel words?
e. Using initial consonant digraphs?
f. Using final consonant digraphs?
g. Using initial blends or clusters?
h. Using final blends or clusters?
i. Using variant consonant sounds?
j. Deleting silent consonants?
k. Using special vowel sounds?

PHONETIC ANALYSIS

INTRODUCTION OF SKILL

Keep in mind that the preceding task analysis is not the only sequence in which this skill can be developed effectively. Opinions differ as to which task should be considered first. Opinions also differ about how many sounds a child should know before he attempts to put them together. Actually, he might successfully blend sounds into words as soon as he knows the sounds of one or two consonants and a vowel.

Although visual materials are used in teaching phonics, the emphasis should be on oral activities. This is essential because the skill is an extension of auditory discrimination. In the various multiple-response activities for auditory and visual assimilation each child in a group should have opportunities to respond.

Be aware of children whose modality of learning is not auditory. They may very well have difficulty with phonetic analysis. When this is the case, visual and kinesthetic methods should be substituted for oral ones.

Remember that, after children have learned the skill of phonetic analysis in isolation, they must consistently be helped and encouraged to apply this skill to their reading.

Become familiar with important phonetic sounds. Although the list that follows is not complete, it does include the sounds which are used most frequently. Variant vowel and consonant sounds which have a relatively low use frequency are best taught as sight words.

Consonants

Single consonants--b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z
Consonant digraphs--initial: ch, wh, sh, th; final: ng, ph, gh
Consonant blends or clusters--bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, scr, spl, spr, squ, str, thr, tw, qu
Consonant variants--c soft (s)
g soft (j)
s z
Silent consonants--kn, wr, gn, pn, ps, pt, gh, mb

Vowels

Long--a, e, i, o, u
Short--a, e, i, o, u

Y as a Vowel

Y functions as a vowel at the end of a word or in conjunction with another vowel--happy, cry, play.

PHONETIC ANALYSIS

INTRODUCTION OF SKILL (continued)

Special Vowel Sounds

Diphthongs--subtle combinations of two vowel sounds within a single syllable. The lip-tongue formation changes as these two sounds are made--oi oy ow ou ew
oil boy cow out few

Digraphs--two vowels appearing together having one sound. Vowel digraphs may be taught as long vowel sounds--ai ay ee ea ue ie oa

Variant digraphs--oo oo ue au ei ou
book moon blue taught eight tough

Vowel followed by "r"--ar er ir ur or
or

Vowel followed by "r" followed by a vowel--wary, care, carrot

Vowel followed by "l"--al--always, salt, ball

Vowel followed by "w"--aw--draw, law
ow--blow, grow

Phonograms (Letter clusters, the first of which is a vowel)

an ace all at ack ay aw air ar as ame ate
en ed et em
ive ick ill ip it in ish ing ight ig
oat op ound ould old ook oy own ot oon og
up us un ust

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Spelling textbooks
Talking Time (Scott, Foresman)

Special Supplementary Reading Material--District

Audio Reading Progress Laboratory (EPC)
Blends and Digraphs, charts, tapes, cassettes, cards (Ideal)
Curbstone Dragons Activity Book (Economy)
Decoding for Reading (Macmillan)
Experiences with Vowels and Consonants (Marie's Educational Materials)
Functional Phonics Laboratory, Sets 1-3 (ECA)

MATERIALS (continued)

Special Supplementary Reading Material--District (continued)

- Getting Ready to Read (Houghton Mifflin)
- Getting Ready to Read, Big Book, Parts 1 and 2 (Houghton Mifflin)
- Ginn Word Enrichment Program, Levels 1-7 (Ginn)
- Group Sounding Games (Garrard)
- Individual Word Study Cards (Scott, Foresman)
- Initial and Final Consonants, charts, tapes, cassettes, cards (Ideal)
- Keys to Independence in Reading (Economy)
- Learning Letter Sounds (Houghton Mifflin)
- Little Picture Cards (Scott, Foresman)
- Match and Check Series, Sets 3, 4, 5, (Scott, Foresman)
- Merrill Phonics Skilltext Series (Merrill)
- Miami Linguistic Readers (Heath)
- Motivator Activity Cards for Primary Phonics (SVE)
- Mustard Seed Activity Book (Economy)
- New Phonics We Use, Books A-G (Lyons & Carnahan)
- Phonic Word Analyzer (Lakeshore)
- Phonics and Word Power, Programs 1-3 (Xerox)
- Phonics Games (Lyons & Carnahan)
- Phonics Series, Readiness, Books 1, 2, 3, 5 (IMED)
- Programmed Reading (McGraw)
- Readiness in Language Arts Program (Behavior Research)
- Reading Laboratory 1: Word Games, Orig. Ed. (SRA)
- Speech-to-Print Phonics (Harcourt)
- Spelling Learning Games, Kits A-D (Lyons & Carnahan)
- Storybook Classroom Set/Programmed Reading (McGraw)
- Tri-City Reading Exercises
- Vowels, charts, tapes, cassettes, cards (Ideal)
- Webster Word Wheels (McGraw)

For workbooks to accompany books available from the Central Textbook Room refer to the current Supplementary Reading Materials Catalog.

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary, 421, 424
Motion Pictures, Motion Picture Catalog, Elementary, 421

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities
Can the learner identify, say, and associate sound-symbol units to decode words by	Given a pair of words which may or may not begin with the same sound, the learner will state whether they begin alike or differently.
a. Using initial, medial, and final consonants?	Give children yes or no multiple response cards. Say two words. If they begin with the same sound, the pupil holds up yes; if they do not, the child holds up no.

Given a word orally, the learner will repeat the beginning sound.

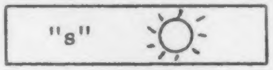
Given a set of three pictures, the learner will select two which begin with the same sound.

Note: Use readiness books, workbooks, practice sheets.

Given a group of words orally, the learner will repeat the beginning sound of the set.

Given a symbol and its sound, the learner will select objects or pictures that begin with that sound.

Note: Relate consistently the same picture symbol with a sound symbol; e.g.:



Have the child select from a set of objects or pictures of objects those with names that begin with a given sound symbol.

Have children draw pictures of objects with names that begin with given sound symbols.

Have children cut and paste pictures of objects with names that begin with a given sound symbol.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word, unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Given a sound and its written symbol, the learner will say the sound as he sees the symbol and traces the shape. Have the child trace the symbol as he says the sound. Use mini-chalkboards, paper towels, sandpaper letters, sand in a jar lid, net-covered board, etc.
	Given a letter symbol, the learner will select pictures of objects with names that begin with the sound of that symbol. Have the child sort a number of objects according to the beginning sound of their names. Give the child a set of pictures of objects and ask him to place in a pocket chart or on a flannel board the pictures of objects with names that begin with the sound of a specific letter symbol. Provide a "mailbox" with a different sound symbol over each mail slot. Have children play the Mailbox game by "mailing" pictures in the appropriate slot.
	Given a choice of two or more letter symbols, the learner will sort pictures that begin with the sound of designated symbols. Provide an individual pocket or tuck board, packets of printed symbols, and appropriate pictures. (Individual pocket boards, 12" x 18" chipboard, will accommodate 15 library pockets.) Ask the child to match pictures to symbols by placing pictures in pockets with the appropriate symbols.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis — Suggested En Route Objectives and Possible Activities

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Given a printed letter symbol, the learner will produce orally the sound for that symbol.

Given a word orally, the learner will indicate the symbol for the sound heard at the beginning of the word.

Say a word, such as soon. Ask children to select the appropriate symbol from among four alternatives and circle it; e.g.:

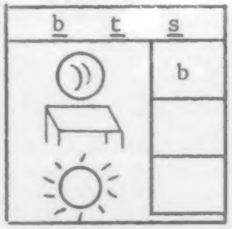
b t [✓ s] r

To increase the difficulty level of the activity and promote the child's auditory independence, show the child a picture, have him say its name and associate it with the correct sound. Hearing himself is often more difficult than hearing the teacher and is important when the child begins to blend sounds.

Note: Refer to Reading Diagnostic Decoding Skills, Santa Ana Unified School District, available in each building.

Given pictures of objects which begin with a sound corresponding to a specific symbol, the learner will match the appropriate symbol and picture.

Have the child write the appropriate letter opposite each picture; e.g.:



PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a phonogram and appropriate consonants, the learner will use the consonants with the given word family and blend them to form a word.

Supply the child with ug, tell him its sound, and ask him to blend the consonant t with the sound, ug, and say the word. Repeat with other appropriate consonants.

Note: The learner may find this difficult at first. Repeated practice in sliding sounds together should be provided. If the child has great difficulty, provide practice in auditory perception.

Given a word orally, the learner will say the sound he hears at the end of the word.

Say, "cat," and ask the pupil to reproduce the sound he hears at the end.

Note: Children generally learn consonant sounds in initial positions first and then apply this knowledge to final and medial positions.

Given pictures of objects, the learner will name the object and reproduce the sound he hears at the end of the word.

Show a picture of a cup. Have the child say its name and repeat the final consonant sound he hears.

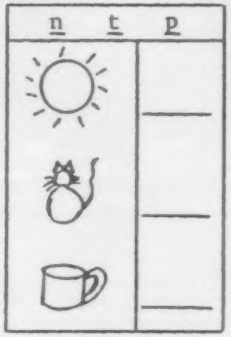
PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have pupils write the appropriate final consonant sound beside each picture; e.g.:



Give the child a picture of a pan with the words pan, pat, pad written under it. Ask him to circle the word which matches the picture. Help him to realize the significance of final consonants in phonetic analysis.

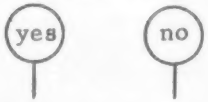
Given a word and a specific consonant sound, the learner will identify the position in which he hears the consonant.

Say, "pat," and hold up the letter t. Ask the child to write t in the appropriate position; e.g.:

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Say, "table," and have the child write t in the appropriate position; e.g.: Note: Use the same activity for medial consonants. Provide mini-chalkboards or small lap racks with letters to manipulate.
b. Using short vowel sounds?	Given orally a specific short vowel sound and various words, the learner will identify the words containing the short vowel sound. Show children the letter a and say its short sound. Have children listen for ă in the following words: fat, apple, came, ran. Ask them to indicate the words with ă by such multiple response techniques as holding up yes or no "lollipops" or mini-chalkboards on which they have written yes or no.  Given a specific vowel and pictures of objects whose names have short vowels, the learner will select pictures of objects whose names contain that sound. Show Ideal short vowel pictures. Have children select pictures that go with a given sound.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given two or more short vowel sounds and oral words or pictures that contain the sounds, the learner will match the appropriate vowel with the word or picture.

Note: Use a variety of pictures for the learner to match. Try to vary them so he is not simply memorizing which picture goes with which sound. Encourage the learner to select a particular word or picture to help him remember the sound; e.g., he might use apple to remember ă.

Given a list of vowels and consonants, the learner will identify the letters that are the five short vowels.

Given letters that represent short vowels, the learner will say the short vowel sounds the letters represent.

Given a one-syllable word beginning and ending with a consonant, the learner will blend the beginning sound and vowel together as a unit and add the final sound.

Give the child a word, such as $\underset{\smile}{\text{ca}}$ t, and ask him to blend the sounds as indicated.

Note: Use a variety of materials to provide blending practice; e.g., Scott, Foresman, *Individual Word Study Cards*; *Economy Word Cards*--First Grade; *Ginn Word Enrichment* workbooks.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis | Suggested En Route Objectives and Possible Activities

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Given two one-syllable words in which only the vowels differ and a sentence with a word missing, the learner will read the sentence, decode the one-syllable words, and select the appropriate word to complete the sentence.

Have children say or write the word which completes the sentence; e.g.:

cat cut

The ____ likes milk.

Note: Exercises like this provide purposeful practice in using blending in combination with other reading skills.

Develop the generalization that one vowel in a word is usually short.

c. Using long vowel sounds?

Given orally a specific long vowel sound and various words, the learner will identify the words containing the long vowel sound.

Adapt activities given for the same en route objectives for short vowels in task 1-b.

Given a specific long vowel sound and pictures of objects whose names have long vowels, the learner will select pictures of objects whose names contain that sound.

Show Ideal long vowel pictures. Have children select pictures that go with the vowel sound.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis

Suggested En Route Objectives and Possible Activities

Given two or more long vowel sounds and oral words or pictures that contain these vowel sounds, the learner will match the appropriate vowel with the word or picture.

> Note: Use a variety of pictures for the learner to match. Try to vary them so he is not just memorizing which picture goes with which sound. Encourage the learner to select a particular word or picture to help him remember the sound; e.g., he might use eagle to remember ē.

Given a list of vowels and consonants, the learner will identify letters for the five long vowel sounds.

Given the letters that represent the long vowels, the learner will say the long vowel sounds the letters represent.

Given a one-syllable word containing more than one vowel, the learner will identify the long vowel.

Say a word from a list of long vowel words. Have the child identify the long vowel sound he hears. Write the word on the chalkboard and have the pupil circle the vowel that has the long sound. Repeat this with several words and help pupils form the generalization that the first vowel in words which contain more than one vowel has the long sound. Help them to understand that the vowel following the first vowel has no sound. Use the following lists--A, B, C--in order.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis

Suggested En Route Objectives and Possible Activities

List A (Vowel digraphs)		List B (Long vowels with silent e)	List C (Mixed)	
coat	pie	cute	boat	take
tree	toe	bike	see	tie
beat	tail	hate	kite	mule
feet		hope	seat	rode

Given a one-syllable word containing more than one vowel, the learner will first identify the long vowel sound, and then will blend the consonants and long vowel sound as a unit and say the word.

Give the child a word, such as t ē ~~a~~ m. Ask him to identify the long vowel and blend the sounds as indicated.

Note: Use Scott, Foresman, Individual Word Study Cards; Economy Word Cards--First Grade; Ginn Word Enrichment workbooks.

Given one-syllable words in which only the long vowels differ and a sentence with a word missing, the learner will read the sentence, decode the one-syllable words, and select the appropriate word to complete the sentence.

Have children say or write the word which completes the sentence; e.g.:

bike bake
I want to ride my _____.

boat bite
The _____ is in the water.

Note: Develop the generalization that in a word containing two vowels, the first vowel has a long sound and the second vowel is silent.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis — Suggested En Route Objectives and Possible Activities

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d. Discriminating between long and short vowel words?

Given a list of words, some with long vowels and some with short vowels, the learner will classify them as long or short vowel words.

Give children a list of words, some with long and some with short vowels, and ask them to write each word under the appropriate heading; e.g.:

Long Vowels **Short Vowels**

table	ride
take	rim
rat	tail
feet	hot

Given long and short vowel words, the learner will blend the consonant with the appropriate vowel sound to decode the words.

Use a mixed set of flash cards to play a variety of games providing reinforcement practice; e.g., rummy, game boards.

e. Using initial consonant digraphs?

f. Using final consonant digraphs?

g. Using initial blends or clusters?

h. Using final blends or clusters?

Note: The same pattern applies to learning each of the various groups of sound-symbols included in e-h of the task analysis. Stated briefly, the basic steps are:

1. Hear the sound.
2. Associate the sound and symbol.
3. Say the sound.
4. Use the sound in blending.

For additional help and ideas, teachers should refer to preceding en route objectives, beginning on page D-7.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis | Suggested En Route Objectives and Possible Activities

1. Using variant consonant sounds?

Given the variant sound of c (the s sound) and words containing this sound, the learner will read and say the words.

Tell children that c sometimes has the sound that s makes. Have them say the sound and then read words with the sound in a variety of positions; e.g., city, receive, nice, bicycle.

Given the generalization for the use of soft c, the learner will classify hard and soft c words.

Note: Generally c is soft when it is followed by i, e, or y.

Give children a list of words, some with the soft and some with the hard c sound, and ask them to write each word under the appropriate heading; e.g.:

Soft c   Hard c

cute cap
city cot
cite cent

Given the variant sound of g (the j sound) and words containing this sound, the learner will read and say the words.

Tell children that sometimes the g sound has the sound of j. Have pupils say the sound and then read the words with this sound in a variety of positions; e.g., magic, general, gym, image.

Given the generalization for the use of soft g, the learner will classify hard and soft g words.

Note: Generally g is soft when followed by i, e, or y.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities

Give children a list of words, some with the soft and some with the hard g sound, and ask them to write each word under the appropriate heading; e.g.:

Soft g
Hard g

gutter
goat
regent
rage
gypsy
gallant
giant
hog

Given the variant sound of s (the z sound) and words containing this sound, the learner will read and say the words.

Tell children that s sometimes has the sound z makes. Have pupils say the sound and then read words with this sound in the middle or at the end; e.g.:

scissors
rose
exposure
devise
faces
teaches
resentful
cosmic
his
resign
hogshead
tease

j. Deleting silent consonants?

Given words containing silent k, the learner will delete the k and pronounce the words.

Tell children that k is silent in some words. Have children read words with silent k; e.g., knock, knife, knot.

Given the generalization for the deletion of k in some words, the learner will classify words containing k as to whether the k is silent or voiced.

Note: k followed by n is silent.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities

Give children a list of words, some with silent k and some with voiced k. Have them write each word under the appropriate heading; e.g.:

Silent k — Voiced k

knot knight
like know
kiss king

Given words containing silent w, the learner will delete the w and pronounce the word.

Tell children that w is silent in some words. Have children read words with silent w; e.g., wrist, write, wrinkle.

Given the generalization for the deletion of w in some words, the learner will classify words containing w as to whether the w is silent or voiced.

Note: w followed by r is silent.

Give children a list of words, some with silent w and some voiced w. Have them write each word under the appropriate heading; e.g.:

Silent w — Voiced w

write was
wrist want
wrinkle water

Adapt the previous sequence for the following silent letters: gn, pn, mb.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Given words containing silent gh, the learner will read the words without voicing the gh. Tell children that gh is silent in some words. Have children read words with silent gh; e.g., thought, caught, haughty, through.
k. Using special vowel sounds?	Given orally a special vowel sound and words, the learner will identify the words containing the special vowel sound. Show pupils letters for the vowel sound ar and say the sound. Ask them to listen for ar in a group of words and indicate the words by a multiple response technique, such as holding up a card with ar written on it or a card with nothing on it. Note: As additional r controlled vowels are added, the pupil could hold up ar, er, etc. Given a special vowel sound and pictures of objects, the learner will select material, such as pictures, that contain the special sound. Note: Use Scott, Foresman, Individual Word Study Cards and pictures cut from discarded workbooks, such as Ginn Word Enrichment. Given special vowel sound symbols and pictures of objects whose names include the sounds, the learner will match the appropriate symbol with each picture. Give children a set of pictures of objects and ask them to select those whose names contain the special vowel sounds. Or give them a worksheet with special vowel sound symbols and pictures of objects, and ask them to draw lines from each picture to the appropriate symbol.

PHONETIC ANALYSIS

TERMINAL OBJECTIVE

Given a printed word unknown to him, the learner will associate the letters with the sound units and will blend the sounds to decode the word.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given letters that represent special vowel sounds, the learner will say the sounds the letters represent.

Given words containing special vowel sounds, the learner will blend the consonants and the special vowel sounds as a unit, and say the word.

Give the child a word, such as coil, and ask him to identify the vowel sound oi and blend c o i l.

Note: Use Scott, Foresman, Individual Word Study Cards, Ginn Word Enrichment workbooks.

Given words in which the special vowel sounds differ and a sentence with a word missing, the learner will read the sentence, decode the special vowel words, and select the appropriate word to complete the sentence.

Have children say or write the words which complete the sentence; e.g.:

barn burn born
The calf was ____ last night.

care car
I will take ____ of the baby.

Note: When a special vowel has two sounds, such as oo in moon and oo in book, the child must use meaning to determine the appropriate sound.

STRUCTURAL ANALYSIS

PLURALS

DEFINITION OF SKILL

Using plurals involves knowing the meaning of "one" and "more than one," and when to use the singular or plural form.

TERMINAL OBJECTIVE

Given words in plural form, the learner will read and use them in context.

PRESKILLS

Syntax and Context, and Sight Recognition
  Can the learner read the singular form?

Vocabulary Extension
  Can the learner use these words in his speaking vocabulary?

INTERRELATED SKILLS

Syntax and Context, and Sight Recognition

TASK ANALYSIS

Can the learner

1. Read plural forms of singular words?
2. Match singular with plural words?
3. Make written singular words into plural words?
4. Read and use plural words in context?

STRUCTURAL ANALYSIS

INTRODUCTION OF SKILL

Keep in mind that pupils who have a limited concept of "one" and "more than one" need to work with concrete materials until the concept is developed.

Help children to associate using plurals orally with reading plurals. An excellent time to discuss why singulars and plurals vary in written form is when pupils have become proficient in reading plurals in context. It is an appropriate and economic use of time to teach rules for forming plurals and to provide practice in spelling and writing plurals during language arts and spelling periods.

Teach individually each rule for forming plurals before expecting pupils to discriminate among the various rules or to use two or more rules in combination.

Use as a teacher reference the following list of ten rules for forming plurals:

1. To form most plural nouns, add s to the singular noun.
   song--songs   belt--belts   fruit--fruits
2. To form the plural of a noun ending in ch, sh, s, x, or z, add es.
   porch--porches   dish--dishes   loss--losses
3. To form the plural of a noun ending in y preceded by a consonant, change the y to i and add es.
   city--cities   baby--babies
4. To form the plural of a noun ending in y preceded by a vowel, add s.
   boy--boys   toy--toys
5. To form the plurals of some nouns ending in f or fe, change the f or fe to v and add es.
   wolf--wolves   wife--wives
6. To form the plurals of some nouns, change some vowels in the words.
   goose--geese   woman--women   foot--feet
7. To form the plurals of a few nouns, add en or ren to the root words.
   ox--oxen   child--children
8. To form the plurals of some nouns, do not change the singular; singular and plural forms are the same.
   deer--deer   sheep--sheep   moose--moose
9. To form the plurals of nouns ending in o preceded by a consonant, usually add es.
   tomato--tomatoes   torpedo--torpedoes
10. To form the plural of a noun ending in o preceded by a vowel, usually add s.
    radio--radios   rodeo--rodeos

PLURALS

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Keys to Good Language (Economy)
The Roberts English Series (Harcourt), and other English textbooks

Special Supplementary Reading Material--District

Ginn Word Enrichment Program, Level 2 (Ginn)
Individual Word Study Cards (Scott, Foresman)
Match and Check, Set 3 (Scott, Foresman)
Target Reading, Blue Book (Laidlaw)
Various workbooks included in the Supplementary Reading Material Catalog

Related Instructional Material--District

Reading Skills Box (LBUSD)

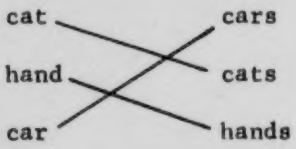
Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary, 421

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

Given words in plural form, the learner will read and use them in context.

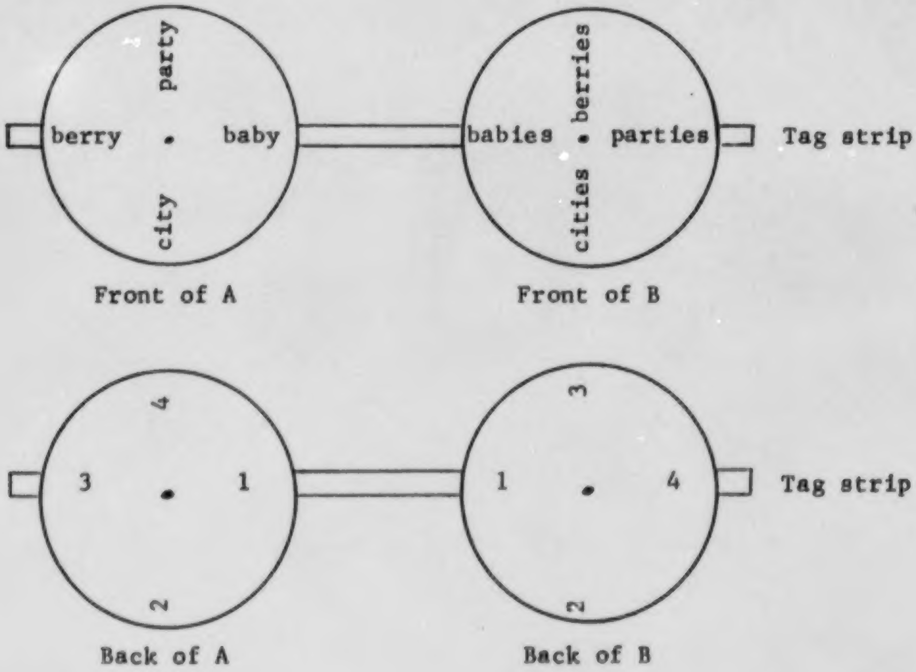
Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner read plural forms of singular words?	Given plural forms of known singular words, the learner will read the words. Give the pupil flashcards with the singular form of a word on one side and the plural form on the other; e.g., child, children; baby, babies. Ask him to read the plural form. If the child has difficulty reading plurals, have him begin by reading the singular forms and help him associate the plural form through oral context.
2. Can the learner match singular and plural words?	Given a list of singular nouns, the learner will respond orally with the plural forms. Given a list of singular nouns and a list of their plurals, the learner will match each singular noun with its plural form. Provide children with two lists--one of singular forms and the other of plural forms of the same words. Ask them to match the two forms of each word. 

PLURALS

TERMINAL OBJECTIVE

Given words in plural form, the learner will read and use them in context.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children match singular and plural forms on a double wheel and check by referring to numbers on the back of each of the wheels. (A sample of the material below may be seen at the Curriculum Workshop Center.)


party
berry
baby
city
berries
babies
parties
cities
Tag strip
Front of A
Front of B
4
3
1
2
3
1
4
2
Tag strip
Back of A
Back of B

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

Given words in plural form, the learner will read and use them in context.

Task Analysis	Suggested En Route Objectives and Possible Activities

Give children a set of cards, including ones on which are written singular and plural forms of the same words, and one card on which is written "Old Plural." Have them use the cards to play Old Plural, following the rules for Old Maid.

dress	dish	foot	"Old Plural"

toy	toys	= a pair

3. Can the learner make written singular words into plural words?

Given written singular words, the learner will write plurals.

Have children write plural forms of listed singular words; e.g.:

cat ____________   knife ____________

hand ____________   wife ____________

car ____________   wolf ____________

Note: Before asking pupils to write the plural form of words in which there are letter changes, such as f to v and add es, be sure the related rule is clear to them.

PLURALS

TERMINAL OBJECTIVE

Given words in plural form, the learner will read and use them in context.

Task Analysis	Suggested En Route Objectives and Possible Activities
4. Does the learner read and use plural words in context?	Given a sentence in which a singular or plural word is missing, and choices of singular or plural words, the learner will select the appropriate word to complete the sentence.

Have children select the correct word form--singular or plural--and write it in the blank; e.g.:

I have two ___________. (hand,hands)

I see one __________. (cat,cats)

The __________ crashed together. (car,cars)

Given a paragraph in which singular words are used incorrectly, the learner will identify the incorrect words and read the correct plural form in context.

Have children correct singular nouns used incorrectly in material written on the chalkboard or a worksheet; e.g.:

> Some Indians of long ago lived in forest. They hunted with bows and arrow. They killed many deer, wolf, and fox. They skinned the animals with their knife. The woman used the skin to make clothes, tent, and blanket. The child in the tribe often picked berry in the forest.

Note: Children might also rewrite the paragraph, using the correct plural forms.

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

Given words in plural form, the learner will read and use them in context.

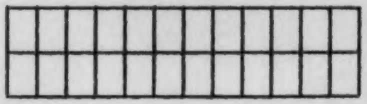
Task Analysis	Suggested En Route Objectives and Possible Activities

Given a singular noun, the learner will spell the plural form correctly.

Have children play a game using a numbered spinner, a game board, and a set of cards. Each card has the singular of a noun written in red on one side and the plural in blue on the reverse. In turn, each player draws a card, reads the singular noun, and spells the plural. If he does this correctly, he spins the spinner and moves the indicated number of spaces on the game board. The player who first reaches a designated point on the board wins.

box	boxes
city	cities

Game Board



STRUCTURAL ANALYSIS

INFLECTIONAL ENDINGS

DEFINITION OF SKILL

Using inflectional endings involves knowing that they are specific endings added to verbs and adjectives to produce variant forms. They involve tense changes of verbs and comparative and superlative forms of adjectives.

TERMINAL OBJECTIVE

The learner will recognize and use inflectional endings.

PRESKILLS

Vocabulary Extension
Can the learner use inflectional endings in his oral language?

Syntax and Context, and Sight Recognition
Can the learner read specific words without their inflectional endings?

INTERRLEATED SKILLS

Suffixes
Context Clues

TASK ANALYSIS

Can the learner

1. Pronounce and use known root words for which spelling does not change when inflectional endings are added?
2. Pronounce and use known root words for which spelling changes when an inflectional ending is added?
3. Use the inflectional endings er and est in understanding and stating comparisons?

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STRUCTURAL ANALYSIS

INTRODUCTION OF SKILL

When introducing inflectional endings, use root words the children know. This simplifies the new learning and helps children to see relationships among words.

Keep in mind that inflectional endings are added to verbs and adjectives. Verbs have the inflectional endings s, ed, en, and ing. Adjectives have the comparative and superlative endings er and est. Letters must be omitted from or added to some root words when inflectional endings are added to them. Two simplified rules follow:

1. With roots ending in a consonant preceded by a single vowel the consonant often is doubled before adding ed or ing. (wrap, wrapping, wrapped)

2. With roots that end in silent e the e usually is dropped when an inflectional ending which begins with a vowel is added. (make, making; strange, strangest)

Remember that the pronunciations of the endings s and ed vary. Ed can have the sound of t, ed, or d. S can have an s or a z sound.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Ginn Elementary English I-1--II-2 (Ginn)
Keys to Good Language (Economy)
Spelling textbooks

Special Supplementary Reading Material--District

Ginn Word Enrichment Program, Levels 2, 3, 4, 5 (Ginn)
Target Reading, Red and Orange Books (Laidlaw)
Various workbooks listed in the Supplementary Reading Material Catalog

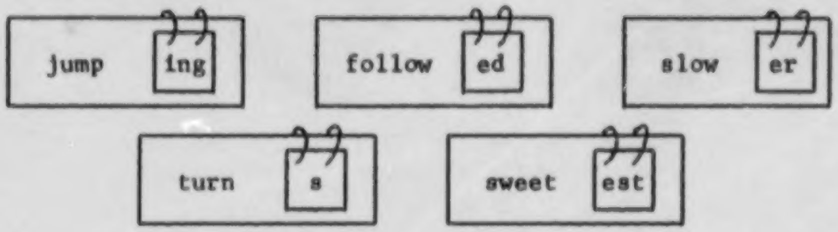
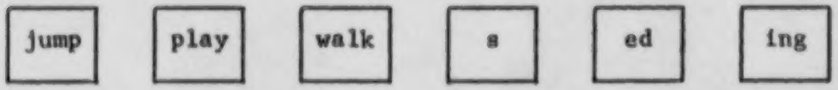
Related Instructional Material--District

Reading Skills Box (LBUSD)

INFLECTIONAL ENDINGS

TERMINAL OBJECTIVE

The learner will recognize and use inflectional endings.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner pronounce and use known root words for which spelling does not change when inflectional endings are added?	Given a known root word to which an inflectional ending has been added without changing the root word, the learner will pronounce the inflected form. Show and ask children to read a flashcard with jump written on it. Then flip attached cards, as illustrated below, to show inflectional endings being added.  jump ing follow ed slow er turn s sweet est Write root words on sponge or wood cubes with black ink or crayon. Write inflectional endings in red on another set of cubes. Have pupils throw one cube from each set and pronounce the word formed by the two cubes.  Note: If children have difficulty reading the word with the inflectional ending, say a sentence, omitting the word. This will help them relate what is familiar to them in oral language to a printed pattern.

STRUCTURAL ANALYSIS

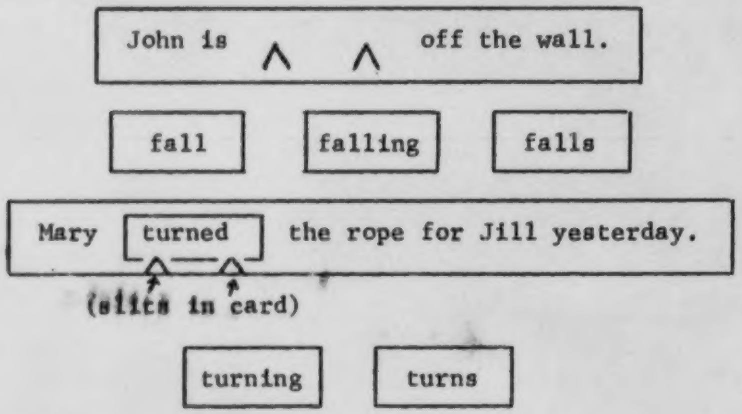
TERMINAL OBJECTIVE

The learner will recognize and use inflectional endings.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a sentence with a verb omitted and a choice of verbs, the learner will select the appropriate verb to complete the sentence.

Provide a sentence strip with the verb omitted and verb flashcards. Have the child read the sentence aloud, saying "blank" for the missing verb, select an appropriate verb flashcard, place it in the sentence strip, and read the completed sentence; e.g.:


John is ^ ^ off the wall.
fall
falling
falls
Mary
turned
the rope for Jill yesterday.
(slits in card)
turning
turns

Have children practice using inflectional endings by working with materials, such as the following:

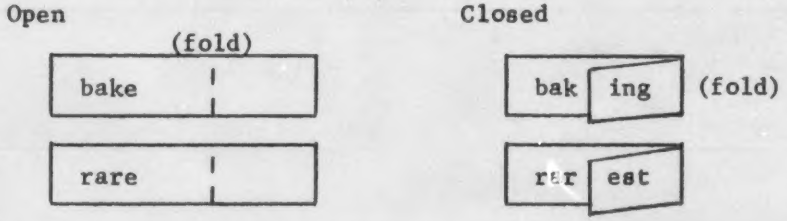
1. Tom is ________ to school.
go, going
2. Last night Mother ________ dinner.
cooking, cooked
3. He is ________________ his money.
counted, counts, counting

1. ________
2. ________
3. ________

INFLECTIONAL ENDINGS

TERMINAL OBJECTIVE

The learner will recognize and use inflectional endings.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner pronounce and use known root words for which spelling changes when an inflectional ending is added?	Given words ending in silent e and inflectional endings, the learner will combine the word and an ending, and read the word correctly. Provide flashcards with verbs or adjectives ending in e written on one part and an inflectional ending written on another part that will fold to cover the silent e as illustrated below.  Open (fold) bake rare Closed bak ing (fold) rar est Have children read the root word. Explain that the e will be covered when the ending is added by folding back the right-hand part of the card. Have children read the inflected word. Repeat the activity, using many different root words. Help children to realize that the silent e is omitted when an ending which begins with a vowel is added. Write sentences on the chalkboard, providing only the root word. Ask children to read the sentence and write the correct verb or adjective form on their mini-chalkboards. If necessary at first, provide children with a list of inflectional endings from which they may choose. She was ________ her clothes. (Child writes: changing) change Sam was _______ to the fire escape than John. (Child writes: closer) close

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

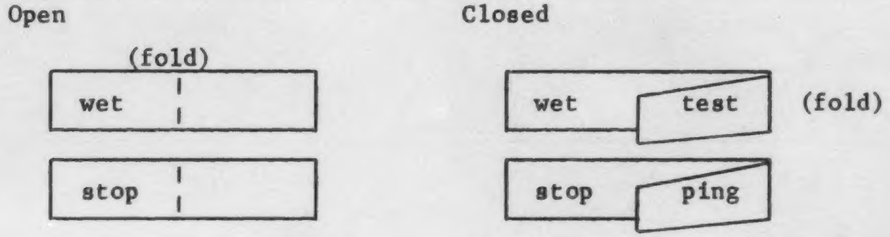
The learner will recognize and use inflectional endings.

Task Analysis

Suggested En Route Objectives and Possible Activities

Given inflectional endings and words ending in a consonant preceded by a single vowel, the learner will combine the word and an inflectional ending, and read the word correctly.

Provide flashcards with verbs or adjectives ending with a consonant preceded by a single vowel on one part and the ending consonant and an inflectional ending on another part that will fold back to double the consonant as illustrated below.



Have children read the root word. Fold back the right-hand part of the card and read the new word. Help children to realize that when a root word ends in a consonant preceded by a single vowel the consonant usually is doubled when an inflectional ending is added.

Provide a worksheet with sentences in which only the root of a verb or adjective is given as illustrated below. Provide a list of inflectional endings if necessary. Ask children to read the sentences and write the correct verb or adjective form in each blank.

er est en

1. It was the ______ day of the year.
(hot)
2. The teacher had ______ her pen out of her desk.
(take)
3. John was ______ than Tom because he lost the game.
(sad)

INFLECTIONAL ENDINGS

TERMINAL OBJECTIVE

The learner will recognize and use inflectional endings.

Task Analysis

3. Can the learner use the inflectional endings er and est in understanding and stating comparisons?

Suggested En Route Objectives and Possible Activities

Given sentences which state comparisons but which include only the root form of the adjective and the inflectional endings er and est, the learner will select the appropriate ending for the adjective.

Ask pupils which of two pieces of yarn is longer. Write the words long and longer on the chalkboard. Have pupils match the longer piece of yarn with the word longer. Repeat this with three pieces of yarn. Ask which is the longest, write the word, and discuss.

Note: Repeat this activity, using other concrete objects and words until the concept is established.

Have children complete self-checking exercises which provide practice in using er or est; e.g.:

Select the correct word to fill each blank.

1. How _____ is your rope? My rope is _____ than yours. (long, longer)
2. Daddy is _____ than Mother. Baby is not as _____ as Daddy. (tall, taller)
3. My mother is _____. Grandmother is _____ than my mother. Great-grandmother is the _____ of all. (older, old, oldest)

Complete this chart by adding er and est to the root words. Use your new words in sentences.

	er	est
1. small		
2. soft		
3. hard		
4. young		

STRUCTURAL ANALYSIS

POSSESSIVES

DEFINITION OF SKILL

Using possessives involves knowing the forms of nouns and pronouns that indicate ownership.

TERMINAL OBJECTIVE

The learner will read with meaning possessive nouns and pronouns in context and will use them in writing.

PRESKILLS

Vocabulary Extension
  Can the learner use possessives in his oral language?

Syntax and Context, and Sight Recognition
  Can the learner associate nouns with their pronoun antecedents?

INTERRELATED SKILLS

Classification
Vocabulary Extension

TASK ANALYSIS

Can the learner

1. Identify possessive nouns and pronouns and the objects of possession in reading material?
2. Write the possessive forms of appropriate nouns?

POSSESSIVES

INTRODUCTION OF SKILL

Discuss the meaning of ownership.

Use as a teacher reference the following list of generalizations about possessives:

1. To show possession, add an apostrophe and an s ('s) to both singular and plural nouns that do not end in s.
   Example: child + 's = child's   children + 's = children's
2. When a plural noun ends in s, add only an apostrophe.
   Example: dogs + ' = dogs'   ladies + ' = ladies'
3. When a singular noun ends in s, add 's if you add a sound in speech.
   Example: Charles's book
4. When a singular noun ends in s, add only an apostrophe if you do not add a sound in speech.
   Example: Moses' staff
5. Most pronouns have two possessive forms. My, you, her, its, our, and their are used only when the possessive is followed by a noun.
   Example: This is my bicycle. Their car is new.
6. Mine, yours, hers, ours, and theirs are used when the possessive stands by itself.
   Example: The bicycle is mine. Theirs is new.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English textbooks
Ginn Elementary English, I-1--II-2 (Ginn)

Special Supplementary Reading Material--District

Target Reading, Blue, Red, Purple Books (Laidlaw)
Various workbooks listed in the Supplementary Reading Material Catalog

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary, 421

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

The learner will read with meaning possessive nouns and pronouns in context and will use them in writing.

Task Analysis | **Suggested En Route Objectives and Possible Activities**

1. Can the learner identify possessive nouns and pronouns and the objects of possession in reading material?

Given a possessive noun in a phrase or sentence, the learner will identify the possessive noun and its object of possession, and will support his choices.

Have the children complete exercises in which they circle with a red crayon the word that tells ownership and with a blue crayon the word that tells what is owned; e.g.:

the	doctor's	car
the	man's	box
the	boy's	bat

(Children write on a plastic/ acetate overlay.)

Given a possessive pronoun in a phrase or sentence, the learner will identify the possessive pronoun and its object of possession, and will support his choices.

Have children complete exercises in which they circle the possessive pronoun and underline the object of the possessive pronoun; e.g.:

This is my coat.

Their books are on the table.

Where is your book?

I saw your skates on the porch.

Discuss answers.

POSSESSIVES

TERMINAL OBJECTIVE

The learner will read with meaning possessive nouns and pronouns in context and will use them in writing.

Task Analysis	Suggested En Route Objectives and Possible Activities

2. Can the learner write the possessive forms of appropriate nouns?

Given appropriate nouns and objects of possession, the learner will write possessive phrases.

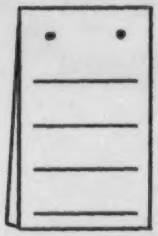
Write lists, such as the following, on the chalkboard and have children use them in writing possessive phrases:

Nouns	Objects
Bob	playground
boy	mast
school	coat
ship	marbles

(boy's marbles, Bob's coat, etc.)

For self-checking independent practice in writing possessive phrases, have children use materials, such as the following:

Noun	Object
cow	wing
bird	dress
lion	stall
Mary	cage



(The pupil writes on strips of paper attached to the tagboard with brads, tears off the strip, and checks his work with the answers written under the answer sheets.)

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

The learner will read with meaning possessive nouns and pronouns in context and will use them in writing.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Given a list of words, the learner will use the possessive form of each word in an original sentence.
	Have children say or write sentences including the possessive form of given words, such as friend, bird.
	Note: The preceding activities involve only nouns for which 's is used to show possession. When children have grasped one possessive rule, then proceed to teach additional rules individually. Do not ask children to discriminate among the rules or to use them in combination until each rule has been taught individually and understood by them.

STRUCTURAL ANALYSIS

COMPOUND WORDS

DEFINITION OF SKILL

Using compound words involves recognizing that two words may be combined to form a new word.

TERMINAL OBJECTIVE

The learner will read and use compound words in context.

PRESKILLS

Syntax and Context, and Sight Recognition
  Can the learner read the component parts of a compound word?

Vocabulary Extension
  Can the learner use the component parts of a compound word in his oral language?

INTERRELATED SKILLS

Syntax and Context, and Sight Recognition
Structural Analysis--Syllables

TASK ANALYSIS

Can the learner

1. Identify the components of a compound word?

2. Form compound words?

3. Read and use compound words in context?

STRUCTURAL ANALYSIS

INTRODUCTION OF SKILL

Keep in mind that the essential value of knowing about compound words is that it enables the learner to use meanings of known words in reading unknown compound words. It is important to help the learner to apply to his reading his knowledge of compound words. He will most often encounter unknown compound words in material he reads in content areas.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English textbooks
Social studies, science, and health textbooks
Spelling textbooks

Special Supplementary Reading Material--District

Audio Reading Progress Lab, Levels 1-6 (EPC)
Individual Word Study Cards (Scott, Foresman)
Reading Lab 1: Word Games (SRA)
Target Reading, Red, Orange, Purple Books (Laidlaw)
Various workbooks listed in the Supplementary Reading Material Catalog

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary, 421

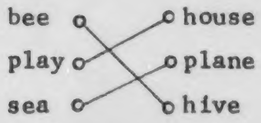
Miscellaneous

Discarded workbooks

COMPOUND WORDS

TERMINAL OBJECTIVE

The learner will read and use compound words in context.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner identify the components of a compound word?	Given a compound word he knows, the learner will identify the two words which comprise it. Show a compound word on a flashcard. Have children write on their mini-chalkboards the two words they see in the compound word. Give children compound words written on strips of newsprint. Ask them to cut the compound words into two words. Provide for children who need reinforcement of the learning a variety of worksheets obtained by tearing up old workbooks. Have children circle on plastic overlays components of compound words.
2. Can the learner form compound words?	Given pairs of words which form compound words, the learner will read orally each pair as a compound word. Write pairs of words on the chalkboard. Have children read each of the pairs as one word; e.g.: black smith battle ground friend ship Given words which are components of compound words, the learner will match them to form compound words. Let children do lacing activities designed to provide practice in forming compound words; e.g.: 

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

The learner will read and use compound words in context.

Task Analysis	Suggested En Route Objectives and Possible Activities

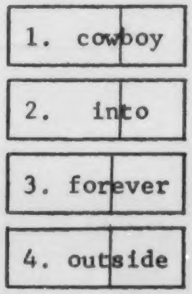
Give the child two groups of flashcards on which are written the following words:

Group A--cow, milk, sun, rain, blue
Group B--bird, man, drop, shine, boy

Have him match a card from Group A with one from Group B to form a compound word.

Let the child work a compound word puzzle-type activity made as follows:

> Paste a picture on a tagboard sheet the same size as the picture. On the reverse of the tagboard number and list in numerical order a series of compound words. Cut the words apart as indicated by the lines in the drawing below. Place the pieces in an envelope on which are written the following directions:
>
> > Arrange the puzzle pieces to make compound words. Arrange the words in a list according to their numbers. Check your work by turning the puzzle over to see if it makes a picture.
>
> Attach the envelope to a folder. The child can assemble the puzzle on one side of the folder, and then close the folder to turn the puzzle over.



COMPOUND WORDS

TERMINAL OBJECTIVE

The learner will read and use compound words in context.

Task Analysis | Suggested En Route Objectives and Possible Activities

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3. Can the learner read and use compound words in context?

Given a sentence with a compound word, half of which is missing, and a group of words, the learner will select from the group the missing component of the compound word.

Have children complete orally or in writing exercises in which they complete compound words by selecting a missing component from a list of given words; e.g.:

side 1. I went out____ to play.
bow 2. The class is on the ____ground.
play 3. After it rains, you often see a rain____.

Given a sentence with a missing word and a group of words which form compound words, the learner will complete the sentence orally or in writing with a compound word comprised of two words selected from the given group.

Have children complete exercises, such as:

Directions: Use these words to form compound words which complete the sentences below.

rail under board over
ground take road side

1. The treasure was buried __________.
2. He stopped at the __________ crossing.
3. He was afraid to __________ the job.
4. The boy sold peaches at a __________ stand.

Given reading material containing unknown compound words whose component parts are known, the learner will read the compound words.

Have pupils read appropriate selections from basal readers, science books, social studies books.

STRUCTURAL ANALYSIS

CONTRACTIONS

DEFINITION OF SKILL

Using contractions involves knowing that some words are written in shortened form and that apostrophes replace letters in the shorter word.

TERMINAL OBJECTIVE

Given a contraction, the learner will read and use it in context.

PRESKILLS

Syntax and Context, and Sight Recognition
   Can the learner read words which form contractions?

Vocabulary Extension
   Can the learner in his oral language use words which form contractions?

INTERRELATED SKILLS

Syntax and Context, and Sight Recognition

TASK ANALYSIS

Can the learner

1. Match the contraction with its component parts?
2. Separate a contraction into its component parts?
3. Form a contraction from component parts?
4. Read and use contractions in context?

CONTRACTIONS

INTRODUCTION OF SKILL

Keep in mind that the use of contractions involves not only reading but spelling, and oral and written expression as well. Consequently, instruction about contractions might well be included in lessons for these subject areas.

At first, introduce contractions in groups or families which have common elements, such as those listed below. Later, present contractions which vary widely.

not	will	is	are	would	us	am	have
can not	I will	he is	we are	I would	let us	I am	I have
did not	he will	she is	they are	he would			they have
do not	she will	it is	you are	she would			we have
would not	they will	there is		we would			you have
should not	we will			they would			
could not	you will						
has not							
have not							
is not							
are not							
had not							
were not							
will not							
was not							
must not							
does not							

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Ginn Elementary English, I-1--II-2 (Ginn)
Keys to Good Language, Grades 3-6
The Roberts English Series, Books 3-6 (Harcourt)

Special Supplementary Reading Material--District

Audio Reading Progress Labs (EPC)
Individual Word Study Cards (Scott, Foresman)
Target Reading, Red Book (Laidlaw)
Other workbooks listed in the Supplementary Reading Material Catalog

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary, 421

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

Given a contraction, the learner will read and use it in context.

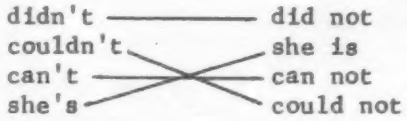
Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner match the contraction with its component parts?	Given a contraction and pairs of words which form contractions, the learner will select the pair of words from which that contraction is formed.

Have children match contractions and component parts on flashcards; e.g.:

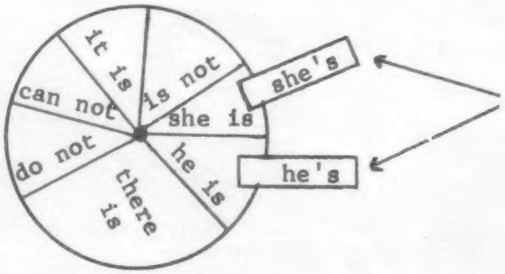
didn't	did not	do not	does not

Given contractions and pairs of words which form contractions, the learner will match the contractions with the words which form them.

Have children draw lines between the contraction in the first column to the appropriate pair of words in the second column; e.g.:


didn't
couldn't
can't
she's
did not
she is
can not
could not

Have children play Contraction Bingo.


it is
is not
can not
she is
do not
there is
he is
she's
he's

(Clothespins, plastic discs, etc., may be used.)

CONTRACTIONS

TERMINAL OBJECTIVE

Given a contraction, the learner will read and use the contraction in context.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner separate a contraction into its component parts?	Given a contraction, the learner will identify its separate parts and replace the apostrophe with the omitted letter. Have the child read a contraction on a flip card, say the missing letter to himself or the teacher, and open the card to check his response; e.g.: did | n't (closed) did | not (open) Say a contraction, such as can't, and ask the child to say/write the component parts, can not. Say or write sentences containing contractions and ask the child to write the contractions' parts; e.g.: Teacher: I'm ten years old. Child: I am.
3. Can the learner form a contraction from component parts?	Given orally the component parts of a contraction, the child will state the contraction. Provide oral exercises in which the child forms a contraction from given words; e.g.: Teacher: I will say two words. You say the contraction for those words--can not. Child: can't Given the component parts of a contraction, the learner will write the contraction. Have children write the contractions for given sets of words; e.g.: it is ________ can not _______

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

Given a contraction, the learner will read and use the contraction in context.

Task Analysis	Suggested En Route Objectives and Possible Activities
4. Can the learner read and use contractions in context?	Given a sentence containing the component parts of a contraction, the learner orally or in writing will repeat the sentence, substituting the contraction for the parts. Provide oral or written exercises in which the child substitutes a contraction for its component parts; e.g.: Teacher: I will say a sentence; you repeat the sentence, saying the contraction--I can not come to your party. Child: I can't come to your party. Given a group of sentences, each of which is missing a contraction, the learner will insert an appropriate contraction in each sentence. Have children supply appropriate contractions to complete given sentences; e.g.: (He's, She's, etc.) going to town. He (can't, couldn't, etc.) do it.

STRUCTURAL ANALYSIS

SYLLABLES

DEFINITION OF SKILL

Using syllables involves knowing the basic sound units of pronunciation.

TERMINAL OBJECTIVE

The learner will use his knowledge of syllables in decoding unfamiliar words.

PRESKILLS

Phonetic Analysis
  Can the learner blend sound units to pronounce a word?

INTERRELATED SKILLS

Structural Analysis
- Suffixes
- Prefixes
- Compound Words

TASK ANALYSIS

Can the learner

1. Identify the number of syllables he hears in a word?

2. Use syllable generalizations to divide polysyllabic words?

3. Apply syllabication rules as an aid to correctly pronouncing new words?

STRUCTURAL ANALYSIS

INTRODUCTION OF SKILL

Encourage children to use syllables to unlock unfamiliar words. Have them practice using their knowledge of syllables to decode. Pupils who do not perceive syllables as sound units should have special help with this skill. Keep in mind that work on syllabication is appropriate for language and/or spelling lessons.

Use as a teacher reference the following list of generalizations for dividing words into syllables:

1. The number of syllables in a word is the same as the number of vowel sounds. paper = two syllables
2. When the first vowel sound is followed by two consonants, the word is divided between the two consonants. but/ter
3. When a consonant is between two vowels, a syllabic division often occurs between the consonant and the preceding vowel. pi/lot, e/ven, ba/con
4. When a word ends in le, the preceding consonant belongs with the le. sin/gle, tem/ple
5. Prefixes and suffixes usually are separate syllables. dis/like, un/lock, love/ly, mad/ness
   An exception to this rule is ed added to words not ending in d or t. walked, looked, passed
6. In compound words there usually is a syllable break between the two words. bath/tub, battle/ground
7. Blends and digraphs are sound units which are not divided.

Use as a teacher reference the following list of generalizations pertaining to accents, keeping in mind that knowledge of accents is of less practical value than other aspects of this skill. (See also "Dictionary Skills.")

1. In a word of two or more syllables, the first syllable usually is accented unless it is a prefix.
2. In most two-syllable words ending in a consonant followed by y, the first syllable is accented, the last is unaccented.
3. Beginning syllables de, re, be, er, in, and a usually are not accented.
4. When a suffix is added, the accent falls on or within the root word.
5. Endings that form syllables usually are unaccented.
6. When a final syllable ends in le, that syllable usually is not accented.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Phonics Games (Lyons & Carnahan)
Spelling Learning Games, Kit C (Lyons & Carnahan)

Related Instructional Material--District

Reading Skills Box (LBUSD)

Special Supplementary Reading Material--District

Ginn Word Enrichment Program, Levels 5,6,7 (Ginn)
Syllable Rules and Accent Clues (Ideal)
  Syllable Rules and Accent Clues Chart, #2750
  Tapes: Syllable Rules and Accent Clues, #2755
Target Reading, Purple, Red, Orange Books (Laidlaw)
Various workbooks included in the Supplementary Reading Material Catalog

SYLLABLES

TERMINAL OBJECTIVE

The learner will use his knowledge of syllables in decoding unfamiliar words.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner identify the number of syllables he hears in a word?	Given one- and two-syllable words orally, the learner will indicate how many syllables he hears. Say a one- or two-syllable word and ask the pupil to write "1" or "2" on his mini-chalkboard or hold up one or two fingers to indicate the number of syllables he hears. Repeat the activity, using words of three syllables and then words of more than three syllables. Note: If children have difficulty hearing syllables, have them say and clap the word at the same time. Suggest also that they watch the teacher's mouth change position when pronouncing a word.
2. Can the learner use syllable generalizations to divide polysyllabic words?	Given polysyllabic words, the learner will use the number of vowel sounds to determine how many syllables the word has. Write a polysyllabic word on the chalkboard; e.g., combining. Ask children to indicate by writing on mini-chalkboards or holding up number cards the number of vowel sounds and the number of syllables in the word. Given two-syllable compound words, the learner will divide the words between their component parts. Use activities included in the section on compound words. Note: Pupils cannot divide compound words composed of polysyllabic words, such as battleground, until they have additional syllabication information.

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

The learner will use his knowledge of syllables in decoding unfamiliar words.

Task Analysis

Suggested En Route Objectives and Possible Activities

Given two-syllable words with prefixes or suffixes, the learner will divide the words between the prefixes/suffixes and the root words.

Give children a list of words, such as dislike, hopeless, lovely, and undress. Have them write and divide the words or have them complete exercises, such as:

Prefixes

1. dislike	1. ______
2. uncut	2. ______
3. reread	3. ______
4. reroute	4. ______
5. unfed	5. ______

(When he has completed the work, the pupil tears a paper from the stack attached to the tagboard with brads and turns the tagboard over to check his answers.)

Suffixes

1. lovely	1. ______
2. treatment	2. ______
3. weakness	3. ______
4. mindful	4. ______
5. helpless	5. ______
6. cheerful	6. ______

Prefixes and Suffixes

1. unlikely	1. ______
2. mistreatment	2. ______
3. unmindful	3. ______
4. distrustful	4. ______

Note: Pupils cannot divide words with polysyllable roots, such as submarine and certainly, until they have additional syllabication information.

SYLLABLES

TERMINAL OBJECTIVE

The learner will use his knowledge of syllables in decoding unfamiliar words.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given words with two consonants following the first vowel, the learner will divide the words into syllables.

Show on a flashcard a word in which the first vowel is followed by two consonants--ribbon, picnic. Have pupils write the word in syllables on their mini-chalkboards.

Given words in which the first vowel sound is followed by one consonant, the learner will divide the words into syllables.

Adapt activities suggested above, using words, such as la/ter, va/por, se/rene.

Given words that end in le preceded by a consonant, the learner will divide the word into syllables.

Note: Exceptions are words, such as pick/le, trick/le.

Adapt activities suggested above, using words, such as la/dle, sin/gle, i/dle.

Given polysyllabic words, the learner will use syllabication generalizations to divide the words into syllables.

Adapt activities suggested above, using polysyllabic words, such as mistreatment, papermill, battleground, doubly.

Note: Children can begin to use two syllabication rules simultaneously as soon as they have received instruction and practice in each generalization separately. As each generalization is taught, continue to provide practice in using it individually and in combination.

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

The learner will use his knowledge of syllables in decoding unfamiliar words.

Task Analysis	Suggested En Route Objectives and Possible Activities
3. Can the learner apply syllabication rules as an aid to correctly pronouncing new words?	Given words which are unfamiliar to him in print, the learner will use syllables in decoding them. Ask children to read the following sentences, using syllables to help them decode the underlined words. Discuss meanings of the underlined words. 1. The news came in intermittently. 2. The army reinforcements were coming on Monday. 3. John could not do fundamental arithmetic, such as adding. 4. An insurrection at Ft. Smith was put down. Note: At all levels, pupils should combine context clues and syllabication as aids in pronouncing and determining meanings of unknown words.

STRUCTURAL ANALYSIS

PREFIXES

DEFINITION OF SKILL

Using prefixes involves knowing that they are meaningful sound units which, when added at the beginning of a root word, form a new word and change the meaning of the root word.

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with prefixes, the learner will use his knowledge of prefixes and the context to understand the meanings of the words.

PRESKILLS

Vocabulary Extension
  Does the learner understand the meaning of the root word?

Phonetic Analysis
  Can the learner recognize and read the prefix as a sound unit?

INTERRELATED SKILLS

Phonetic Analysis
Vocabulary Extension
Syntax and Context, and Sight Recognition

TASK ANALYSIS

Can the learner

1. Define the terms, prefix and root word, and identify those parts in a word?
2. Use the meaning of a prefix and/or a root word and the context of the sentence to determine the meaning of an unknown word containing a prefix?

STRUCTURAL ANALYSIS

INTRODUCTION OF SKILL

Be sure the learner understands the meanings of the root words used in teaching this skill. Refer to English textbooks for additional suggestions and materials for teaching prefixes.

Use as a teacher reference the following list of prefixes with their meanings:

Prefix	Meaning	Prefix	Meaning	Prefix	Meaning
ab	from, away	en	in	post	after, behind
ad	to, toward	ex	out of, from	pre	before
an	without, not	fore	before, front	pro	for, in front of, in favor of, in place of
ante	before	il, un, in, ir, im	into, not		
be	by				
bi	two, twice	im	not, in	re	back, again
circum	around	in, en	in, into, among	se	aside, apart
co	with, together	inter	between	semi	half, partly
com	with	intro	within, against	sub	under
de	do the opposite of, down	mis	wrong, wrongly	super	over, above
		non	not	trans	beyond, across
dia	through, around	pan	whole, all	tri	three, thrice
dis	apart, not	per	fully, through	un	not
do	from, down	peri	around, about	uni	one

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English and spelling textbooks

Special Supplementary Reading Material--District

Audio Reading Progress Lab, Levels 1-6 (EPC)
Conquests in Reading (McGraw)
Ginn Word Enrichment Program, Level 7 (Ginn)
Individual Word Study Cards (Scott, Foresman)
Target Reading, Blue, Gold, Purple, Orange, Red Books (Laidlaw)
Various workbooks listed in the Supplementary Reading Material Catalog
Webster Word Wheels (McGraw)

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary, 421

PREFIXES

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with prefixes, the learner will use his knowledge of prefixes and the context to understand the meanings of the words.

Task Analysis	Suggested En Route Objectives and Possible Activities

1. Can the learner define the terms, prefix and root word, and identify those parts in a word?

Given the term, root word, and examples of words with prefixes, the learner will identify the root words and define the term.

Write on the chalkboard a word with a prefix and have children write the root word on their mini-chalkboards. Ask a pupil to define the term, root word. A possible response might be "the original word."

Have children practice identifying root words by using material, such as the following:

Write the root words.

1. dislike	1. ______
2. retie	2. ______
3. unfold	3. ______
4. preschool	4. ______
5. misread	5. ______

(The pupil writes on strips of paper attached to the tagboard with brads, tears off the strip, and checks his work with answers written under the worksheets.)

Given the term, prefix, and examples of words with prefixes, the learner will identify the prefix and define the term.

Show children a word with a prefix, such as repaint, imperfect, and ask them to write on mini-chalkboards or paper the part of the word that is added to the root word. Tell them that this part is a prefix. Discuss how it has changed the meaning of the root word.

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with prefixes, the learner will use his knowledge of prefixes and the context to understand the meanings of the words.

Task Analysis — Suggested En Route Objectives and Possible Activities

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Have children practice identifying prefixes by using material including exercises, such as the following:

re run (Children circle each prefix with a crayon on plastic overlay sheets.)

Note: Material for identification of root words, such as that illustrated on the preceding page, may be adapted for identifying prefixes.

2. Can the learner use the meaning of a prefix and/or root word and the context of the sentence to determine the meaning of an unknown word containing a prefix?

Given a prefix and its meaning and a list of root words, the learner will combine the prefix with appropriate roots.

Have children complete exercises, such as:

Combine un with root words to form real words.

alike	able	fair
table	sat	jump
done	sure	blue

Given a sentence in which a word is missing and words to which he has added a prefix, the learner will select the appropriate word to complete the sentence.

Have children complete exercises, such as:

Complete each sentence with one of these words:
unlike undone unable unsure unfair

1. The boy's shoelace was _______.
2. Mary was _______ to go to the party.
3. Although they were twins, they were _______.
4. He was _______ of the way to go.
5. The coach was _______.

PREFIXES

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with prefixes, the learner will use his knowledge of prefixes and the context to understand the meanings of the words.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a group of incomplete sentences and a choice of a root word or the root word with a prefix attached, the learner will select the correct form to complete the sentence.

Have children complete exercises, such as:

Select a word to complete each sentence.

1. Her dress was very different. It was __________ those of the other girls. (like/unlike)
2. Unless he ________________ the safety, the gun would not fire. (engaged/disengaged)
3. When the bank closes, we __________ the safe. (lock/unlock)

Note: Use this same sequence to teach other prefixes. It is best to teach one or two prefixes at a time before asking children to discriminate among a number of them.

Given a sentence containing an incomplete word and a choice of two prefixes, the learner will select the prefix which fits the meaning of the sentence.

Have children complete exercises, such as:

Select a prefix to complete each sentence.

1. Mike had trouble getting his shoes off because he couldn't ________fasten the knot in his laces. (re, un)
2. I like to ________read my favorite stories (re, mis)
3. The ___________continental flight took four hours. (trans, sub)

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with prefixes, the learner will use his knowledge of prefixes and the context to understand the meanings of the words.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a sentence in which a prefix is omitted, the learner will supply the appropriate prefix.

Have children complete exercises, such as:

1. This book is ___like any other.
2. He had become ___active in his old age.
3. The biplane was the ____runner of modern planes.

Given a list of prefixes and root words, and some incomplete sentences, the learner will combine prefixes and root words to complete each sentence.

Have children complete exercises, such as:

Complete each sentence with a word formed by adding one of the following prefixes to one of the root words:

re inter tri paid tie fiction
mis pre non angle place act

1. The airplane tickets had to be __________.
2. Moisture and heat __________ to cause rain.
3. Careless people often __________ things.
4. The roads met to form a __________.

Given a list of prefixes and root words, the learner will combine appropriate prefixes and root words and use these words in his own sentences.

PREFIXES

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with prefixes, the learner will use his knowledge of prefixes and the context to understand the meanings of the words.

Task Analysis	Suggested En Route Objectives and Possible Activities

When reading material at his level, the learner will use the context of the sentence and the meaning of a known prefix to determine the meaning of an unknown word.

Note: When pupils encounter words whose meanings they don't know, encourage them to apply their knowledge of prefixes and use the context to help them determine meanings. When appropriate, give planned as well as incidental practice.

Provide pupils with a list of words with prefixes selected from a story or stories they have read. Ask them to state the meaning of each word and tell how the context and prefix aided them in determining the meaning; e.g.:

Locate these words in your story. Write what you think they mean. State how the context of the sentence and the meaning of the prefix helped.

	Page	Meaning	Context Help	Prefix Help
miscast	12			
deprive	14			
descend	10			
interior	12			
reflective	10			

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STRUCTURAL ANALYSIS

SUFFIXES

DEFINITION OF SKILL

Using suffixes involves knowing that they are meaningful sound units which, when added to the end of a root word, form a new word and change the meaning of the root word.

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with suffixes, the learner will use his knowledge of suffixes and the context to understand the meanings of the words.

PRESKILLS

Vocabulary Extension
Does the learner understand the meaning of the root word?

Phonetic Analysis
Can the learner recognize and read the suffix as a sound unit?

INTERRELATED SKILLS

Phonetic Analysis
Syntax and Context, and Sight Recognition

TASK ANALYSIS

Can the learner

1. Define the terms, suffix and root word, and identify those parts in a word?

2. Use the meaning of a suffix and/or a root word and the context of a sentence to determine the meaning of an unknown word containing a suffix?

SUFFIXES

INTRODUCTION OF SKILL

When teaching this skill, be sure the learner understands the meaning of the root words used. Refer to English textbooks for additional suggestions and materials for teaching prefixes. Keep in mind that suffixes are more difficult for children to learn than prefixes. Also, suffixes are less valuable as clues to word meaning than prefixes because they are less consistent in their meanings.

Use as a teacher reference the following list of suffixes with their meanings:

Suffix	Meaning
-able, -ible, -ble	capable of, worthy of
-acious, -cious	tending to, having quality of
-acy, -cy	state of being, or quality
-age	state of
-al	pertaining to
-an, -ian	designating or belonging to
-ance, -ancy	state, quality, act, condition
-ant, -ent	one who acts
-ar, -ary	pertaining to, connected with
-ar, -er, -or	one who acts
-ard, -art	one who acts excessively
-cle, -cule	diminutives
-dom	a state or condition
-eer, -ier	one who acts
-en	made of, suggesting smallness
-ese	of, or relating to
-esque	in the manner of
-ess, -trix (fem.)	one who acts
-ette	small, diminutive
-ferous	bringing, yielding
-ful	full of, abounding in
-fy, -efy, -ify	to make
-hood	state of
-ic, -ical	of, pertaining to, similar or like
-ice	act, quality, or state
-ific	making or causing

Suffix	Meaning
-ile, -il	pertaining to, like
-ine (fem.)	one who acts
-ion	state, condition, act of
-ish	acting like, similar to
-ism	philosophy of, practice of
-ist	one who acts
-ite, -ate	possessing or being
-ity, -ty	condition, state of, degree of
-ive	having the nature of, given or tending toward
-ize, -ise	to make into, to practice
-le, -el	diminutiveness
-lent, -ulent	abounding in
-less	without, beyond limits
-ly	similar in manner
-ment	state, quality or act of
-mony	state or condition
-ness	abstract condition
-ory	of, pertaining to, place of or for
-ose, -ous	state or quality
-ship	state or quality, art or skill
-some	like or same
-ster (mas.)	one who acts
-stress (fem.)	one who acts
-try	art or profession of
-tude	state or quality
-ure	act or process, result of

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English and spelling textbooks

Special Supplementary Reading Material--District

Audio Reading Progress Lab, Levels 1-6 (EPC)
Ginn Word Enrichment Program, Level 7 (Ginn)
Individual Word Study Cards, Set I (Scott, Foresman)
Spelling Learning Games, Kit D (Lyons & Carnahan)
Various workbooks listed in the *Supplementary Reading Material Catalog*
Webster Word Wheels (McGraw)

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, *Filmstrip Catalog, Elementary*, 421

SUFFIXES

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with suffixes, the learner will use his knowledge of suffixes and the context to understand the meanings of the words.

Task Analysis | **Suggested En Route Objectives and Possible Activities**

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1. Can the learner define the terms, suffix and root word, and identify those parts in a word?

Given the term, root word, and examples of words with suffixes, the learner will identify the root word and define the term.

Write on the chalkboard a word with a suffix and ask children to write the root word on their mini-chalkboards.

Ask a pupil to explain the term, root word. A possible response might be "the original word."

Have children practice identifying root words by using materials, such as the following:

Can you circle the root words?

1. helpless
2. likely
3. movement
4. cheerful
5. friendly

Unfold to check your work.

(Words with suffixes are written on tagboard which is covered with plastic or acetate. Pupils circle the root word and check their responses with the answers printed on the back of the tagboard.)

Given the term, suffix, and examples of words with suffixes, the learner will identify the suffixes and define the term.

Show children a word with a suffix and ask them to write on a mini-chalkboard or paper the part of the word that is added to the root word. Tell the children that this part of the word is a suffix and is added to the root word. Discuss how the suffix changes the meaning of the root word.

Note: Use words with which the children are familiar; e.g., teacher, thankful.

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with suffixes, the learner will use his knowledge of suffixes and the context to understand the meanings of the words.

Task Analysis — Suggested En Route Objectives and Possible Activities

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Have children practice identifying suffixes by using materials, such as the following:

Write the Suffixes

1. fairness — 1. ______
2. fearless — 2. ______
3. cheerful — 3. ______
4. weaken — 4. ______
5. slowly — 5. ______

2. Can the learner use the meaning of a suffix and/or a root word and the context of a sentence to determine the meaning of an unknown word containing a suffix?

Given a suffix, its meaning, and a list of root words, the learner will combine the suffix with appropriate roots.

Have children complete exercises, such as:

Combine ful with root words to form real words. ful = full of

help slow hate pocket money rest

Given a sentence in which a word is missing and words to which he has added a suffix, the learner will select the appropriate word to complete the sentence.

Complete each sentence by placing one of these words in the blank:

helpful hateful

pocketful restful

1. The man had a _____ of money.
2. The music was _____ and he dozed off.
3. The witch was a _____ old woman.
4. He finds it _____ to use his dictionary.

SUFFIXES

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with suffixes, the learner will use his knowledge of suffixes and the context to understand the meanings of the words.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given an incomplete sentence and a choice between a root word and the same root word with a suffix attached, the learner will select the correct form to complete the sentence.

Have children complete exercises, such as:

Select a word to complete each sentence.

1. Only the ______________ men stayed to defend the fort.
   (fear, fearless)
2. Mercury is a ______________ character.
   (myth, mythical)

Note: Use the same sequence to teach other suffixes. It is best to teach one or two suffixes at a time before asking pupils to discriminate among a number of them.

Given sentences containing an incomplete word and a choice of suffixes, the learner will add the appropriate suffix to fit the meaning of the sentence.

Have children complete exercises, such as:

Write the appropriate ending in each blank.

able   ish   ful   ly

1. She was a like____ girl.
2. He felt fool____ when his dog came to school.
3. She worked very slow____.
4. The singer has a wonder____ voice.

STRUCTURAL ANALYSIS

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with suffixes, the learner will use his knowledge of suffixes and the context to understand the meanings of the words.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given lists of suffixes and root words, and a series of incomplete sentences, the learner will combine appropriate suffixes and root words and use them to complete the sentences.

Have children complete exercises, such as:

Complete each sentence with a word formed by adding a suffix in column 2 to a root in column 1.

1	2
fool	able
honor	ly
bare	ish

1. Simple Simon was a _____ boy.
2. The dress _____ covered her knees.
3. The judge is an _____ man.

Given a list of words and suffixes, the learner will combine appropriate root words and suffixes to make words which he will use in sentences.

Have children complete exercises, such as:

What words can you make? What sentences can you make that use these words?

slow	less
cheer	ful
help	ly

Given a sentence in which a suffix is omitted, the learner will supply an appropriate one.

Have children complete exercises, such as:

Complete each sentence by placing a suffix in the blank.

1. He was care____ with his money and lost it.
2. In his early child____ he lost his parents.

SUFFIXES

TERMINAL OBJECTIVE

When he encounters in his reading or writing known or unknown root words with suffixes, the learner will use his knowledge of suffixes and the context to understand the meanings of the words.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given reading material at his level, the learner will use the context of the sentence and the meaning of a suffix he knows to determine the meaning of an unknown word.

Note: When pupils encounter a word whose meaning is not understood, encourage them to use their knowledge of the suffix and the content. Provide planned as well as incidental practice as appropriate.

Provide pupils with a list of words with suffixes selected from a story or stories they have read. Ask them to state the meaning of each word and tell how the context and suffix aided them in determining the meaning; e.g.:

Locate these words in your story. Write what you think they mean. State how the context of the sentence and the meaning of the suffix helped.

	Page	Meaning	Suffix Help	Context Help
fearless	63			
forgivable	64			
employment	62			
joyous	63			

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

DEFINITION OF SKILL

The syntax and context skill involves using the systematic and meaningful arrangement of words to anticipate an unknown word.

Sight recognition involves the spontaneous recognition of a given word.

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and context.

PRESKILLS

Visual Discrimination
  Can the learner discriminate among printed words?

Visual Memory
  Can the learner recall a visual image for an object or printed symbol?

Oral Language Development
  Can the learner communicate orally in complete sentences?

INTERRELATED SKILLS

Phonetic Analysis
Classification
Structural Analysis
Vocabulary Extension

TASK ANALYSIS

Can the learner

1. Complete an oral sentence with a word that is acceptable both in syntax and context?
2. Recognize the relationship between written and oral language?
3. Use syntax and context to supply appropriate words in written material?
4. Combine his knowledge of phonetic analysis, structural analysis, syntax and context to read a word which is unknown to him in print?
5. Acquire sight vocabulary?

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

INTRODUCTION OF SKILL

Keep in mind that the term syntax as used here refers to the use of a meaningful arrangement of word forms. The activities provided are not intended to be used for teaching grammatical structure, but are designed to help the learner apply his own knowledge of oral language patterns to reading written language. The learner uses his knowledge of syntax intuitively in his oral language.

Help children grasp the concept that reading is oral language recorded for others to read. Many children do not understand this concept readily, thus they require many classroom experiences in which they are actively involved in seeing oral language recorded.

As children increase their reading vocabulary, provide for them additional experiences to develop skill in using their knowledge of oral language to predict and/or anticipate words that make sense within a given written selection.

Continue experiences to develop oral language beyond the first and second grades. It is essential that the child's oral language patterns keep pace with the increasingly complex written language patterns he encounters.

Be sure to take time to develop sight vocabulary. This generally is referred to as a whole-word approach, meaning that entire words rather than letter sounds are taught. The expectation is that children will on sight recognize words thus taught as opposed to recognizing them through letter-by-letter analysis. Words taught as sight vocabulary should be ones that already are in the child's listening and speaking vocabulary. No word should be taught unless the child understands its meaning.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English textbooks
Sounds of Language Series (Holt)

Special Supplementary Reading Material--District

Individual Word Study Cards (Scott, Foresman)
Pocketful of Skills, III B (Jones-Kenilworth)
Reading Laboratories (SRA)
Using the Context, Books A-F (Barnell-Loft)

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, snytax and context.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner complete an oral sentence with a word that is acceptable both in syntax and context?	Given an oral sentence with a word missing, the learner will predict the missing word. Note: Knowledge of language patterns and word meanings helps the child use the syntax and context of a sentence to predict missing words; e.g., children know intuitively that the name of something should follow a or the. "We could hear the _____ ringing." Say incomplete sentences, one at a time. Ask children to supply a missing word so that the sentence makes sense. Encourage them to think of more than one appropriate word; e.g.: I _____ to the store. (walked, ran, biked, rode, etc.) The book is _____. (big, new, red, exciting, etc.) _____ is coming to school. (Mother, Mr. Smith, Tag, etc.) _____ boys went swimming. (Three, The, Many, Those, etc.) Read aloud from books, such as Bill Martin, Sounds of Language Series, leaving out an occasional word. Have children supply a word that makes sense; e.g.: The old _______ was taking her cow to town. Possible responses: woman, lady Repeat until children grasp the idea of supplying a meaningful word.

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and context.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children predict missing words in sentences which form various types of prose patterns; e.g.:

Interlocking

Brown Bear, Brown Bear, what do you see?
I see a yellow bird looking at me.

Yellow Bird, _____ _____, what do you _____?
I see a black dog looking _____ _____.

Repetitive

Little pig, little pig, let me _____ in, or I'll huff and I'll _____ and I'll _____ your house down.

Cumulative

I know an old lady who swallowed a fly. I don't know why she swallowed a fly. Perhaps she'll die. I _____ an _____ _____ who swallowed a spider that tickled and wiggled and jiggled inside of her. She swallowed the spider to catch the _____. I don't know why she _____ a _____. Perhaps _____ _____.

Familiar Cultural Sequences

In the first month of the year . . . .
In the _____ month of the year . . . .
In the _____ _____ of the ____ . . . .

Rhyme Scheme

Utilize materials, such as those in Dr. Seuss' books or Bill Martin, Sounds of Language Series.

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and context.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner recognize the relationship between written and oral language?	Given objects, pictures, words, or experiences, the learner will state related sentences, the teacher will record those sentences, and the learner will read them.
	Note: Taba and Basic questioning techniques are appropriate here.
	Ask, "What are some things you can tell me about this rubber band?" Record children's responses on the chalkboard or on a large piece of newsprint or tag, or with an overhead projector; e.g.: 1. It can stretch. 2. It is made of rubber. 3. I can shoot rubber bands. 4. Teacher keeps them in her desk. 5. They hold things together.
	Have children read the recorded sentences.
	Show a picture or write single words on the chalkboard, ask children to give related sentences orally, record the sentences, and ask children to read them aloud.
	Given objects, pictures, words, or experiences, the learner will write and read his own sentences and/or story.
	Note: Adapt activities, such as those suggested above. Keep in mind that the purpose is for children to recognize that their oral language can be recorded. Do not overemphasize correct spelling.

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and context.

Task Analysis	Suggested En Route Objectives and Possible Activities
3. Can the learner use syntax and context to supply appropriate words in written material?	Given an illustration and written material, the learner will use the context of the picture to aid him in reading words unfamiliar to him in print. Given written sentences, paragraphs, or stories with a word missing, the learner will predict an acceptable word.

Note: The following activities should be presented orally at the chalkboard, on charts, or with the overhead projector before children do them independently in writing.

Give children incomplete written sentences. Include for each sentence a choice of words, two or more of which would complete the sentence meaningfully. Ask children to circle each suitable word; e.g.:

Choosing the Right Words

1. Tommy finally found his _______.

   (lose [✓ jacket] far [✓ paper] warm)

2. A tree was _______ the house.

   (green bush [✓ near] tall [✓ beside])

3. The _______ coat was in the closet.

   (wear [✓ blue] up [✓ fur] lift)

Note: Children sometimes hesitate to predict a word. By helping them to realize that various words may complete a sentence appropriately, this activity helps children become increasingly comfortable with predicting.

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and context.

Task Analysis	Suggested En Route Objectives and Possible Activities

Also, children tend to stop reading when they encounter a word they don't know. They should be helped to realize that reading the rest of the sentence will help them in predicting the unfamiliar word.

Have children complete exercises similar to the one entitled "Choosing the Right Words," by inserting word cards into tagboard sentence strips in which slots have been made for the missing word; e.g.:

Tommy finally found his _______.

jacket   jar   paper   warm

Provide children with sentences, each with a word missing. Ask a child to read to the end of a sentence, say a word that would make sense in the blank, read the entire sentence with the word inserted, and decide whether the completed sentence makes sense; e.g.:

The dog was ____. Possible responses: hungry, lost, black, old

Extend the above activities by substituting paragraphs for single sentences. Use the closure technique in which words in printed material are blotted out, either at regular intervals, such as every tenth word; by parts of speech; or on some other suitable basis; e.g.:

I like the summer time. I don't have to go to [redacted]; I can play and [redacted] to the beach.

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and context.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Given simple sentences and phrases, the learner will expand them by adding modifying words and phrases. Give children a simple sentence, such as "The dog is big," and ask them to expand it; e.g.: The brown dog is big. The spotted dog is very big. The boxer dog in their yard is very big and fierce.
	Given a sentence, the learner will substitute appropriate words--a verb for a verb, a noun for a noun, an adjective for an adjective. Say a sentence, such as "I see ten pink lizards." Ask children to substitute words for lizards, such as "I see ten pink houses." Then ask them to substitute words for ten and for see.
4. Can the learner combine his knowledge of phonetic analysis, structural analysis, syntax and context to read a word which is unknown to him in print?	Given written sentences, paragraphs, or stories with a word or words unknown to him in print, the learner will use his combined knowledge of word identification skills, syntax and context to predict those words. Note: Children should not be expected to predict printed words that are not in their oral vocabulary. Children might predict a word by using word identification skills alone, but this would have no value without the use of context to develop meaning.

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and context.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children predict missing words in sentences when the first letter or other sounds are provided; e.g.:

1. I cut paper with s______.
2. My new w_____ has four wheels and a handle.
3. I w____t to go home.
4. Ice cream and c____ are good to eat.
5. He w____t home.
6. Jim is w____ing a letter.

Guide children in applying syntax and context skills by introducing new vocabulary through sentences and paragraphs; e.g.:

New words: school, away

Here comes the school bus.
Come on, Jim.

Run, lion, run!
You have to get away.
The big dog will get you.

When encountering a word unknown to him in print, the learner will read the rest of the sentence and/or enough additional sentences to enable him to predict the word and confirm his prediction.

Present two sentences, one with a missing word. Discuss how the predicted word is confirmed by the second sentence; e.g.:

In this example the second sentence confirms looking.

Teddy was ________ out the window. He saw many people.

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and context.

Task Analysis | Suggested En Route Objectives and Possible Activities

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Use charts or transparencies, such as the following, to help children see the importance of reading additional sentences to confirm their predictions of words unknown to them in print.

> He looked up and saw the m___. The m___ was staring at him. As he walked along, the m___ lit his path. By the time he reached home, the m___ was high in the sky.

4. Can the learner acquire sight vocabulary?

Given meaningful reinforcement, the learner will instantly recognize specific words.

Print labels for familiar equipment and supplies--puzzles, crayons, scissors, books, pencils, etc.--and post them at appropriate locations in the classroom. Extend the activity by labeling objects related to the social studies program.

Have children work independently with self-checking word study cards which have a word on one side and a definitive picture on the other.

Use with pupils word study cards, each of which has a sentence including a word being studied. The syntax and context of the sentence should help to identify the word.

Elicit from children ways in which they recognize and remember words. Accept any reasonable method; e.g.:

A child might indicate: I look at the shape.
I see the root word.
I look for little words like or.
I remember letters like ss.

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and context.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children identify specified words by scanning a list; e.g.:

Circle things which can be found in your desk.

flag pencil horse book ruler tree crayon hill

Guide children in using the spell-say-write technique[1] to learn sight words; e.g.:

1. The teacher says, "This word is scissors," and shows the word card.
2. Children read the word aloud with attention to clear enunciation
3. Children spell and say the word three times out loud and in unison as each letter is uncovered:
   s-c-i-s-s-o-r-s scissors
   s-c-i-s-s-o-r-s scissors
   s-c-i-s-s-o-r-s scissors
4. Children spell-say-write the word from memory.
5. Children check for accuracy and repeat the preceding steps if not correct.
6. Children spell and say with the word card two more times.
7. Teacher provides opportunities for children to recall the words immediately and frequently during the day, as they leave or enter the room, etc.

Note: The preceding activities are examples of many possible effective techniques for developing sight vocabulary. They may be used individually or in combination. Children should have many opportunities for concentrated practice on sight words by such means as the use of tutors, home reading contracts, read-along stories on tapes.

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[1] This technique was developed by Ethna Reid at the Exemplary Center for Reading Instruction, Salt Lake City, Utah.

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

TERMINAL OBJECTIVE

The learner will recognize certain words by sight and will read correctly words unknown to him in print by applying his knowledge of phonetic analysis, structural analysis, vocabulary, syntax and content.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given the same word in a variety of contexts, the learner will recognize the word in each instance.

Have children locate specific printed words in such materials as sentences or stories they have dictated, experience charts, stories in books, and labels.

Provide practice in instant word recognition through use of context; e.g.:

> Give an oral clue, such as "It is used for cutting." Have children circle the appropriate word among three alternatives, such as desk, scissors, pencil.

Have children select from three alternatives a word for which the initial consonant is given and which completes a given sentence meaningfully; e.g.:

> I swam in the r_____. (pool, river, road)

Have children supply an incomplete sentence with a word that is so expected that it is identified quickly; e.g.:

> You cut paper with ________.
>
> A cowboy rides a ________.

VOCABULARY EXTENSION

DEFINITION OF SKILL

Vocabulary extension is the continuing development and clarification of the child's oral, reading, and writing vocabulary.

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

PRESKILLS

Auditory Discrimination
   Can the learner discriminate among words he hears?

Listening
   Can the learner understand what he hears?

Visual Discrimination
   Can the learner differentiate between like and unlike forms and symbols?

Classification
   Can the learner form related groups and state the relationship?

INTERRELATED SKILLS

Context Clues
Classification
Following Directions
Inference
Drawing Conclusions
Dictionary Skills
Using Parts of a Book--Glossary
Paraphrasing (Related to Synonyms)
Figurative Language (Related to Synonyms)
Prefixes (Related to Opposites)
Syntax and Context, and Sight Recognition

TASK ANALYSIS

Is the learner

1. Acquiring and using new vocabulary in his oral expression?
2. Using various systems to acquire new vocabulary?
3. Acquiring new vocabulary from reading materials?
4. Using newly acquired vocabulary in his written expression?

VOCABULARY EXTENSION

INTRODUCTION OF SKILL

Keep in mind that progress in meaningful reading is dependent upon a continually increasing vocabulary. Vocabulary extension must be a planned, systematic process if children are to consistently clarify and expand their speaking, reading, and writing vocabularies.

Make language come alive for children. Stimulate them to develop an enthusiastic interest in words. To accomplish this, it is essential that the teacher's own interest in and use of words mirror the richness of the language.

Keep in mind that children's learning experiences and vocabularies both will be enhanced if time is taken in each instance to attach words to what is being done, seen, touched, tasted, smelled, or heard.

Provide many opportunities in everyday experiences for children to hear, say, see, and use words for which meanings are being developed. In addition to the activities suggested on the pages which follow, include other types of experiences, such as painting, clay work, dramatization, etc., for creative expression of vocabulary being developed.

Consider that some word meanings may be developed most efficiently through presentation of word groups. When this is done, the en route objectives and activities would need to be adapted to provide opportunities for children to classify, compare, extend meaning, and acquire additional related vocabulary. Another approach is to develop meanings of words and then classify the words into groups. The following word groups are presented as examples. They should not be considered as all inclusive. Other words might well be added to each group, and other groups might be organized.

Spatial Words: over, under, through, on, in, top, bottom, between, up, front, back, behind, left, right

Color Words: blue, orange, red, purple, white, black, brown, green, yellow

Direction Words: underline, mark, sort, write, copy, draw, answer, identify, circle, cross out, classify

Mood Words: sad, silly, shy, lonely, happy, kind, frightened, funny, proud, angry, upset, stubborn

Quantity Words: few, pair, many, half, some, all, most, full, everyone, empty, both, single, none

Comparative Words: good, better, best, alike, different, worse, worst, bad

Size Words: little, short, wide, thick, narrow, thin, fat, big, tall, long

Personal Pronouns: he, she, I, us, me, them, they, we, you, it, her, him

Possessive Pronouns: our, his, her, your, their, its, mine, my

Time Words: during, late, after, before, early, next, first, when, while, about, now, then, until, last

Action Words: jump, climb, skip, run, walk, hop

VOCABULARY EXTENSION

INTRODUCTION OF SKILL (continued)

Synonyms (same or similar meanings): happy, glad; huge, large; couch, sofa

Antonyms (opposite meanings): big, little; up, down; fast, slow; hot, cold

Homographs (same spelling): horn, trunk, stamp, pinch, bank, spoke, bill
including (different meaning)
Heteronyms (different pronunciation sometimes): wind, wind; read, read; tear, tear; bow, bow

Homonyms (different spelling, usually): be, bee; weak, week; hear, here; sea, see; blue, blew;
(different meaning) bore, boar; flower, flour
(same pronunciation)

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Building Pre-Reading Skills (Ginn)
Content area textbooks
English textbooks
Starter Concept Cards (Scott, Foresman)

Special Supplementary Reading Material--District

Audio Reading Progress Laboratories, Levels 1-6 (EPC)
Ears, Pacetapes (Economy)
Ginn Word Enrichment Program, Level 7 (Ginn)
Language Experience in Early Childhood (Encyclopedia Britannica)
Learning Basic Skills Through Music (Educational Activities)
Math Readiness Vocabulary and Concepts, Record and Guide (Educational Activities)
Peabody Language Development Kit, Levels 1 and 2 (American Guidance Service)
Picture Fold Out Series (Creative Education)
Readiness in Language Arts Program (Behavior Research)
Skillbooks to accompany readers (Ginn)
Starter Concept Cards, Manual (Scott, Foresman)
Target Reading, Purple, Red, Orange, Blue, Green, Gold (Laidlaw)
Teacher Resource Book for Language Experience in Reading, Levels 1-2 (Encyclopedia Britannica)
Word Building (Ideal)
  Word Building Charts, #2770
  Tapes for Word Building, #2775
  Cassettes for Word Building, #2777
Workbooks to accompany readers, levels 3-6 (Houghton Mifflin)

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary
421, 424, 425, 428.3
Motion Pictures, Motion Picture Catalog, Elementary, 428.4

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

1. Is the learner acquiring and using new vocabulary in his oral expression?

Given a concrete experience and new vocabulary related to the experience, the learner will associate meanings with the new words.

Have children take a neighborhood walk planned to develop vocabulary. Prior to the walk, decide what specific words are to be developed; e.g., road, street, crosswalk, traffic signal, curb, cement, asphalt, driveway, signpost. Provide follow-up activities to reinforce the new vocabulary.

Develop vocabulary through firsthand experiences in the classroom, such as cooking, performing science experiments, arranging or viewing social studies exhibits, participating in dramatic representation. Lessons in content areas include specific vocabulary to be developed; e.g., a math lesson might involve such words as graph, grid, ruler, compass.

Have children make individual or class dictionaries.

Provide time for children to share firsthand experiences. Encourage them to use interesting, descriptive words.

Note: The activities suggested above can be adapted for use at all grade levels.

Given an object or a picture of an object whose name and meaning are unknown to him, the learner will discover its function or other characteristics by observing and relating observations to past experience.

Show pupils a picture of a skyscraper and guide discussion about it by asking questions, such as:

What do you see when you look at this building?
What else do you notice?

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

After children have stated their observations, tell them that buildings with these characteristics are called high-rise buildings or skyscrapers.

Note: Be sure to wait until children have stated their observations and related them to what they already know before providing a label.

Given an object or a picture of an object and its name, the learner will observe and recall characteristics of the named object.

Arrange objects or pictures of objects in a learning center designed for a specific science unit and allow children to observe and manipulate them freely. Ask a child to describe one of the objects; e.g.: magnet, seed, leaf, rock, shell.

Show a picture of an object related to the social studies unit being studied. Ask children to recall what they know about the object. Encourage them to use the object's name frequently in the discussion.

Given a word and its meaning, the learner will use that word appropriately.

Say and define a word. Ask a child to demonstrate his understanding of it through use of concrete or representational materials; e.g.:

Teacher says: Faucet--used for turning water on and off.

Child demonstrates his understanding of the word by identifying a faucet and showing its use.

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Show children a group of objects, such as sewing, carpentry or kitchen tools, with which they are familiar but for which they do not know the names. Say the name of one of the objects and describe its function or appearance. Ask a child to point to the object named.

Have children demonstrate through pantomime given verbs or adverbs; e.g.:

gallop leap meander
hop stroll swiftly

Have children make or select pictures which illustrate meanings of given action words.

Have children reach into a box or bag, take out an object, and state its name.

Arrange in a pocket chart a number of pictures which illustrate words to which children have been introduced. Play a game with the children by saying, "I am thinking of something that is ...." Ask a child to select the appropriate picture and name the word it illustrates.

Say a word, such as skyscraper; give its meaning. Show a picture and ask a child to point to the skyscraper. To adapt the activity for multiple responses, provide each child with a picture.

Note: For additional ways to extend vocabulary, refer to the section, "Syntax and Context, and Sight Recognition."

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Is the learner using various systems to acquire new vocabulary?	Given a word whose meaning he knows, the learner will give synonyms for it.

Develop the concept of synonyms by giving children a familiar word and asking them to supply a word that means the same or almost the same; e.g.:

Teacher says: Small.
The child may respond: Little, tiny.

Develop meanings of synonyms by asking, "What other names do we have for _______?"

trash barrel	trash can, litter can

Use synonyms children know to establish meaning of vocabulary new to them.

Provide for children who need them many varied opportunities to acquire synonyms for words they know. The following activities designed to reinforce recently acquired synonyms are adaptable for use in classroom centers.

Use a gameboard, such as Synonym Snake, on which are words for which there are synonyms. Have children play a game by taking turns spinning a spinner and moving on the gameboard the number of spaces indicated. If a player can provide a synonym for the word in the space on which he lands, he remains there. If he cannot supply a synonym, he returns to the space from which he started. The player who reaches the end of the gameboard first wins.

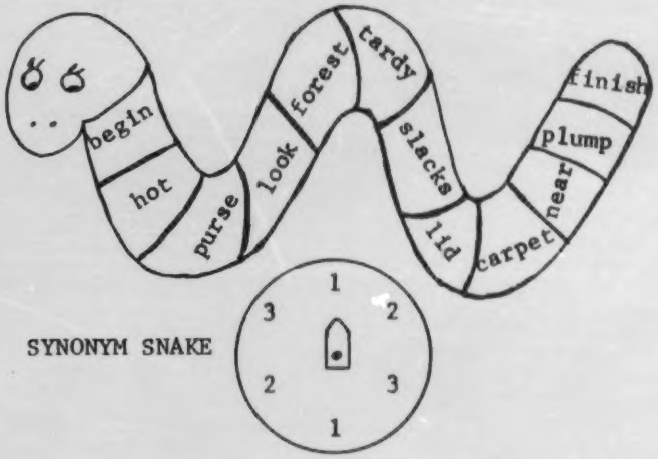
VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

NAME A SYNONYM


begin
hot
purse
look
forest
tardy
slacks
lid
carpet
near
plump
finish
1
2
3
1
2
3

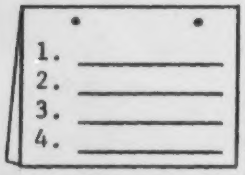
SYNONYM SNAKE

Note: To make a gameboard reusable, cover it with laminating film or acetate before writing words on it with china marker (grease pencil). Words may then be rubbed off and new words written to provide additional practice.

Give children sentences with a word underlined in each. Have them write a synonym for each underlined word; e.g.:

Write a synonym for each underlined word.
Check your answers on the back.

1. I am so glad to see you.
2. This job is very difficult.
3. John was tardy today.
4. The sidewalk is damp.



VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given words whose meanings are known to him, the learner will identify the synonyms.

Give children series of words with two or more synonyms in each series. Have them circle the synonyms; e.g.:

Circle the synonyms in each row:

1. [✓ happy] small [✓ glad] sweet sunny
2. [✓ small] large [✓ tiny] [✓ little] [✓ wee]
3. [✓ road] [✓ street] block map [✓ highway]

Give a child a set of synonym cards. Have him form pairs of synonyms; e.g.:

huge	difficult	couch
large	hard	sofa

Given an unknown word in a sentence and a known synonym, the learner will use context to match the unknown word to the appropriate synonym.

Note: The child will use his knowledge of the given synonym and the context of the sentence to help him learn new synonyms.

For related activities, see the sections, "Context" and "Syntax and Context, and Sight Recognition."

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Give a child a series of sentences, each with an underlined word, and a list of synonyms for the underlined words. Have him match each underlined word with its synonym; e.g.:

hug large hate hold speak

1. An enormous wave knocked him off his feet.
2. He was so frightened he could not utter a word.
3. It was too large to grasp in his hand.
4. I loathe doing the dishes.
5. She was so fat it was difficult to embrace her.

1. ______
2. ______
3. ______
4. ______
5. ______

Note: To extend vocabulary through synonyms, many task cards, using different sentences and synonyms, could be provided in a learning center.

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Give a child paragraphs in which certain words are numbered and a list of words which includes a synonym for each numbered word. Have him write the appropriate synonym opposite each number on an answer sheet; e.g.:

Write the synonym for each numbered word.

worried seemed walk noon part getting thankful

They stopped to rest at ^{1}midday and Pedro divided the water. Chico got his ^{2}share which wasn't much, but he was ^{3}grateful. Pedro did not seem affected by the long ^{4}hike, but Chico was ^{5}growing weak. It ^{6}appeared to him that each step he took was more painful than the last, and he began to be ^{7}concerned.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______

Given sentences with phrases underlined and possible synonymous words or phrases, the learner will match them appropriately.

Write phrases on the chalkboard. Provide pupils with a set of possible synonyms (words or phrases) on flashcards; e.g.:

It doesn't matter whether or not I go.	started
As soon as the news was out, the rush to find the gold was on.	if
Men took cameras to all sorts of out-of-the-way places.	rarely traveled to

Note: Synonyms could be written on ditto paper, run off, and cut into flashcards. For additional activities, see the section, "Figurative Language."

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Develop knowledge about synonyms for phrases including very.

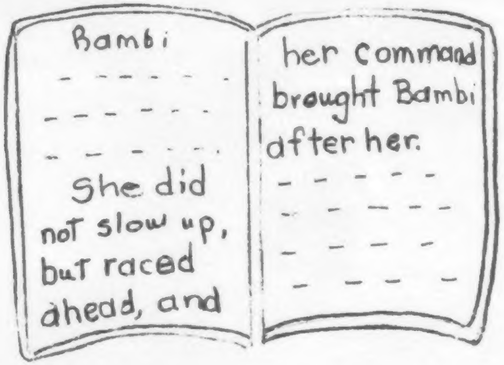
Choose a synonym for each underlined phrase.

1. The Indian was very brave.
2. Mother is very pretty.
3. The very small egg was hard to see.
4. My house is very close to your house.

minute
near
valiant
beautiful

Given appropriate words or phrases from a story he is reading, the learner will supply synonyms.

Ask children to give synonyms for certain words as they are encountered in stories they are reading or stories that are being read to them; e.g.:



Bambi

She did not slow up, but raced ahead, and

her command brought Bambi after her.

Teacher says: Give a synonym for raced ahead.
Possible responses: sped on, ran forward, went faster in front.

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Note: To make this a multiple response activity, ask each child to write a synonym on a mini-chalkboard. Answers may vary. See also the section, "Analogies."

Given words whose meanings he knows, the learner will identify words that are antonyms.

To develop or reinforce the concept of opposites, give children orally a model set, such as up, down; big, little. Encourage them to add others.

Provide a set of word cards comprised of pairs of antonyms with which the pupil is familiar. Each card should have a word on one side and a number on the reverse. The number for each member of a pair should be the same. Have the child match the antonyms and check his work by referring to the numbers on the back of the cards.

Front	Back	Front	Back
raise	2	sharp	5
lower	2	dull	5

Give the child groups of four words in which one or more of the last three words are antonyms of the first. Ask the child to underline the antonyms; e.g.:

1. sweet	tart	candy	sour
2. dark	night	light	bright
3. quiet	noisy	silent	loud

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a word whose meaning he knows, the learner will give an antonym for it.

Give the pupil a model set of opposites he already knows, such as up--down, big--little. Ask him to supply opposites for other words given orally. Do this to strengthen his concept of opposites before moving to antonyms he does not know.

Give the child a list of words and ask him to write the opposite of each; e.g.:

Write the antonyms.

1. full	1. ________
2. under	2. ________
3. sweet	3. ________
4. raw	4. ________
5. forget	5. ________

Give the child a sentence in which one word is underlined and ask him to change the meaning of the sentence by writing the antonym of the underlined word; e.g.:

1. Dad keeps his tools in the basement.
2. I stayed late to finish my paper.
3. Mary lowered the shade on the window.

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given familiar words which have multiple meanings (homographs), the learner will identify the multiple meanings.

Develop the concept of multiple meanings by giving an example of the same homograph in two different concepts; e.g.:

Show a picture of a river bank and a picture of a bank building. Use the words in illustrative sentences; e.g.:

"Don't take the bark off the tree."
"The dog had a loud bark."

Given a homograph in several different concepts and the homograph's multiple meanings, the learner will match the appropriate meaning and context.

Give children three or more definitions of a homograph and sentences using the word in different contexts. Have them match a definition with the sentence in which the word is used with that meaning; e.g.:

1. My measure of food was small. _____
2. Sing the first measure quickly. _____
3. Let's measure the board. _____

a. bar of music
b. using unit of measure to find out the size
c. amount

Given words whose meanings he knows, the learner will identify and/or give homonyms.

Adapt activities suggested for synonyms and antonyms.

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a derived word, the learner will use his knowledge of root words, prefixes, and suffixes to determine word meaning.

Note: Before this objective is pursued, pupils need knowledge about prefixes, suffixes, and root words. See the section, "Structural Analysis."

List a group of words with the same root, such as television, visible, vision, vista, invisible, and visibility. Ask children: What do you notice about these words? Appropriate responses are: They all have v's. They have something to do with looking or seeing.

Then have children read sentences, such as the following, and tell what they think the underlined words mean:

The tip of the wing was just visible through the clouds.
Visibility was poor, and the car moved slowly.
His vision was so good he could read the small print.

Given words derived from other languages, the learner will gain knowledge of how the English language developed.

Guide discussion of the origins of words, such as chandelier, patio, otter, to develop the concept that English contains many words derived from other languages.

Given words derived or changed from their original form, the learner will gain knowledge of how the English language developed.

Give examples of coined words of comparatively recent origin, such as smog and motel--smoke + fog = smog; motor + hotel = motel.

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Give the following example of the derivation of a word: Pan was a terrifying Greek god. From this word we have developed the word panic. Ask children to give similar examples with which they are familiar or which they find in their reading. Note: Spelling and English textbooks and readers for the higher reading levels include many examples of derived words.
3. Is the learner acquiring new vocabulary from reading materials?	After hearing or reading an appropriate sentence or paragraph containing a word or words whose meaning is unfamiliar to him, the learner will use surrounding words to determine meaning. Read aloud a selection which includes words that are unfamiliar to the children and guide them in determining and/or clarifying meanings of the words that are new to them. Help them to realize that the words surrounding those they don't know sometimes will give them clues to meanings of the unknown words. Provide additional sentences designed to clarify and reinforce meanings of the words being developed; e.g.: The man needed to curb his appetite because he was gaining weight. If you don't curb your eating of sweets, you will have bad teeth. Note: For additional activities see the section, "Context Clues."

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a word that has multiple meanings, the learner will use context to determine the appropriate meaning.

Make the pupil aware that a word they have used also has other meanings. Discuss these meanings and then have children identify which meanings belong in which context; e.g.:

bark
1. tough covering of a tree
2. short, sharp sound a dog makes
3. kind of boat

1. He carved his initial in the bark. _____
2. The bark is in the water. _____
3. The loud bark awoke me in the middle of the night. _____

Note: For additional activities see the section, "Dictionary Skills."

When he encounters in his reading words whose meanings are unfamiliar and/or unclear to him, the learner will refer to the glossary or a dictionary.

Use activities suggested in the sections, "Using Parts of a Book as Reference Tools" and "Dictionary Skills."

Given figurative language, the learner will use context to determine the appropriate meaning.

Use activities suggested in the section, "Figurative Language."

Note: The above en route objectives all are tools the learner would use in reading in the content areas. See the section, "Reading in the Content Areas," for additional suggestions.

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities
4. Does the learner use newly acquired vocabulary in his written expression?	Given a word and its meaning, the learner will use the word in an appropriate sentence. Give the pupil sentences with a word missing in each, and a group of words to which he has practiced matching meanings. Ask him to select the appropriate word for each sentence; e.g.: grope daze hoax prod 1. The farmer had to _____ the mule to get him into the barn. 2. He began to _____ in the dark for the switch. 3. The blow on the head left him in a _____. 4. They told him he had won a million dollars, but it turned out to be a _____. Give pupils words for which meanings have been developed and ask them to write each one in a sentence of their own. Use this type of activity to determine whether pupils are using new vocabulary in appropriate and/or usual contexts; e.g.: submerged Acceptable: The man was submerged in the water. Unacceptable: The man was submerged under the table. After developing specific vocabulary in the content areas and given appropriate opportunities, the learner will use the vocabulary in written expression. Ask children to describe in narrative form an experiment or other activity they have seen. Do this after first developing new vocabulary appropriate to the experience.

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a kernel sentence, the learner will use new vocabulary to enrich and/or expand the sentence.

Develop descriptive words and have pupils use them to expand kernel sentences; e.g.:

I see an elephant.
I see an enormous elephant.
I see an enormous, gray elephant.

After a learning experience, the learner will use vocabulary developed in the experience to dictate or write a creative story.

Use or adapt activities suggested for Task 1.

Given an open-ended story and a list of newly developed vocabulary related to the story, the learner will complete the story, using the new vocabulary.

Read aloud part of a story, which may or may not be from a basal reader. Develop meanings of words new to the pupils and list the words. Ask pupils to complete the story, using the new vocabulary as appropriate.

Given recently developed vocabulary and appropriate pictures, the learner will use the pictures and vocabulary to write his own book.

Show children selected pictures and develop vocabulary related to them. Ask them to write stories about the pictures, incorporating the new vocabulary. Then have them compile the pictures and stories to make their own book.

VOCABULARY EXTENSION

TERMINAL OBJECTIVE

The learner will extend and apply his speaking, reading, and writing vocabulary.

Task Analysis | Suggested En Route Objectives and Possible Activities

Given newly developed vocabulary and a topic related to the vocabulary, the learner will use the new vocabulary in written composition.

Develop with pupils meanings of words related to the weather. Then have them write an account of weather, using the new words.

After experience in interpreting figurative language, the learner will write a story incorporating the figurative language.

Use activities suggested in the section, "Figurative Language."

Note: This objective also can be used in conjunction with various types of literature, such as myths and tall tales.

COMPREHENSION SKILLS

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INTRODUCTION

A major goal of the reading program is to produce readers who understand what they read. To accomplish this goal, teachers must provide for children experiences that foster their ability to think about and react to a variety of written materials in a number of ways.

To help children comprehend what they read, teachers must have a clear definition of the skills involved. This section of the guide endeavors to define and classify reading comprehension skills and to provide examples of tasks that will aid in developing them. The following skills are included:

Literal Comprehension Skills, which involve recognition and recall of ideas, information, and events stated in materials read

Following Directions	Locating Details	Sequence
Context Clues	Recall	Classification

Inferential-Interpretive Skills, which involve use of a combination of literal content, personal knowledge, intuition, and imagination

Main Idea	Analogies	Predicting Outcomes
Inference	Figurative Language	Story Elements
Cause and Effect	Paraphrasing	Literary Forms

Evaluative Skills, which involve making judgments about content of material read

Reality and Fantasy
Fact, Opinion, Bias, Propaganda, and Assumption
Author's Purpose and Direction

Teachers should be ever mindful of the complexity and interrelatedness of comprehension skills, factors which often make it difficult to distinguish between tasks of inference and of evaluation, for example. In this regard it may be helpful to think of the specific skills included in each of the three major skill categories listed above as examples of learnings that contribute to mastery of the more general skill designated by the category itself. A quick survey of the "Interrelated Skills" included for each skill developed on the following pages will help readers of this guide to understand fully the complexity of reading comprehension skills.

It should be kept in mind that although they may appear to be so, comprehension skills are not hierarchial in nature and do not necessarily proceed sequentially from easy to difficult. It is possible, for example, that some literal skills may be more difficult for children than some inferential skills, and that some evaluative skills may be less difficult than some inferential skills. However, learning activities for developing a skill can be and should be presented on a continuum from easy to difficult. To illustrate this principle, learning activities suggested for the various skills in this guide are presented in a sequence of ascending difficulty.

Although knowledge of the skills involved in reading comprehension is a major requirement for all teachers of reading, knowledge of what the reading material given children will do also is a key factor. Some selections lend themselves to the teaching of a given skill better than others. In using guides that accompany basal readers, teachers will find activities for comprehension skills included under such headings as creative reading, critical reading, and interpretive skills.

It is essential for the teacher to determine through diagnosis which skills each pupil has mastered, which remain to be mastered, and which need to be reinforced. Once introduced, skills should be expanded, reinforced, and refined at succeeding levels.

FOLLOWING DIRECTIONS

DEFINITION OF SKILL

Following directions involves listening to or reading directions, identifying the task, and carrying it through to completion.

TERMINAL OBJECTIVE

Given oral or written directions, the learner will complete the task.

PRESKILLS

Auditory Memory
Can the learner remember what someone has said to him?

Visual Discrimination
Can the learner recognize likenesses and differences in pictures, shapes, and objects?

Can the learner recognize spatial relationships; e.g., left and right position?

Visual Memory
Can the learner duplicate behavior after observing it?

INTERRELATED SKILLS

Listening
Sequence
Recall

Note: Following directions is a necessary skill for all areas of comprehension.

TASK ANALYSIS

Can the learner

1. Follow oral directions to perform a task?

2. Follow oral directions to perform two or more tasks in sequence?

3. Follow written directions to perform a task?

FOLLOWING DIRECTIONS.

INTRODUCTION OF SKILL

Begin with concrete directions and move to more abstract ones; e.g., from Simon Says to directions for independent reading activities.

Make sure the learner understands the concept and/or the meaning of the phrase, "following directions." Guide discussion based on personal experiences of the learner by asking questions, such as, "What do we mean by following directions?" "Why is it important to follow directions when baking a cake or going to the store for mother?" "What will happen if we don't follow directions?"

Use positive reinforcement when a child or a class has followed directions correctly; e.g., say, "Good. I said to pass the papers from left to right, and you passed them correctly."

MATERIALS

Textbooks--State and District

Basal and supplementary readers

Special Supplementary Reading Material--District

Following Directions, Books A-F (Barnell Loft)
Read Better--Learn More, Books A, B, C (Ginn)
Reading Laboratories (SRA)
Target Reading, Orange, Red, and Purple Books (Laidlaw)
Tri-City Reading Exercises

Related Instructional Material--District

Reading Skills Box (LBUSD)

Miscellaneous

Discarded reading textbooks and workbooks

FOLLOWING DIRECTIONS

TERMINAL OBJECTIVE

Given oral or written directions, the learner will complete the task.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner follow oral directions to perform a task?	Given an oral direction, the learner will perform the task without having the direction repeated. Play the game, Simon Says. Give oral directions for classroom routines; e.g., lining up, distributing and collecting papers. Give oral directions for use of materials; e.g., use of crayons, scissors, books, puzzles, paint, clay. Have children complete Sheet 2, Strand V. Comprehension--Following Directions, Reading Skills Box. Correct papers as a group, using the overhead projector. Given directions orally to perform two or more tasks not in sequence, the learner will perform them without having directions repeated. Have children follow school routines; e.g., using playground equipment and restrooms, delivering materials to the office, moving to other classrooms, taking part in fire and earthquake drills. Ask the child to draw a house with a red chimney, two trees, etc. Give oral directions in any subject area; e.g., "Write your name and a number from 1 to 10." Give several oral directions for classroom routines; e.g., "Line up." "Put your math book away." "Get ready for lunch."

FOLLOWING DIRECTIONS

TERMINAL OBJECTIVE

Given oral or written directions, the learner will complete the task.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner follow oral directions to perform two or more tasks in sequence?	Given directions orally to perform two or more tasks, the learner will perform them in sequence. Give oral directions for making a leaf picture; e.g.: 1. Collect leaves. 2. Arrange leaves from smallest to largest. 3. Paste leaves on paper. 4. Use crayon to outline each leaf. Give oral directions for solving a mathematics problem; e.g., say, "Add seven and four. Next, multiply two times three. Then subtract your second answer from your first. Show your answer." Give oral directions for folding a piece of paper to form a specific shape. Discuss what happens if the directions aren't followed. (Origami works well.) Provide a series of directions on tape for children to use at a learning center.
3. Can the learner follow written directions to perform a task?	Given one written direction, the learner will perform the task. Have children follow a procedural direction written on the chalkboard; e.g., "Open your math book to page 241." Provide a grab bag of tagboard strips with a direction written on each; e.g.: 1. Stand on one foot. 2. Raise your right hand. 3. Pat your head three times. Have children complete the extension activity suggested on Sheet 2, Strand V. Comprehension--Following Directions, Reading Skills Box.

FOLLOWING DIRECTIONS

TERMINAL OBJECTIVE

Given oral or written directions, the learner will complete the task.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a number of individual written directions, the learner will complete each task.

At learning centers have children use independently task cards containing multiple directions. Write directions on the cards in words if the children can read. If they can't, use pictures, such as a pair of scissors and a glue jar to denote cutting and pasting.

Give each child a piece of paper folded in fourths and have him follow the written direction in each fourth; e.g.:

Make 2 red balls.	Make 3 green caps.
Make 4 yellow leaves.	Make 1 brown car.

Guide children in filling out simple questionnaires.

Have children complete Sheets 4, 5, 8, 9, 14, 16, 19, Strand V. Comprehension--Following Directions, Reading Skills Box.

Refer to page 11, Target Reading, Red Book, and page 15, Target Reading, Purple Book.

Given a series of written directions, the learner will carry out the steps in sequence and complete the task.

Develop and discuss with children a task card or chart; e.g.:

How to Follow Written Directions

1. Read the directions all the way through before you do anything.
2. Read the directions a second time very carefully. As you read each step, do exactly what it tells you to do, being careful to follow the steps in the right order.

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FOLLOWING DIRECTIONS

TERMINAL OBJECTIVE

Given oral or written directions, the learner will complete the task.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children follow written directions for making a terrarium. Have children perform science investigations, following steps given on a chart and checking their procedures. Have children follow directions on charts for social studies related projects, such as making maps, models, or exhibits. Picture directions can be used. Have children do independent activities in interest centers or learning centers, following written directions; e.g., "How To" cards, such as recipes or directions for playing a game, making a craft project, or starting a hobby. Give children written directions for projects to be done at home, such as making cookies or planning and cooking breakfast, and ask them to report their experiences to the class. Make job cards for independent use by children in all subject areas; e.g.: 1. Draw a barn. 2. Draw a door in the barn. 3. Draw a weather vane on the roof. 4. Draw a wagon near the barn. 5. Draw a cow walking toward the barn. 6. Draw a triangle in the upper left-hand corner of your paper. Have children complete Sheets 10, 13, 16, 19, Strand V. Comprehension--Following Directions, Reading Skills Box.

FOLLOWING DIRECTIONS

TERMINAL OBJECTIVE

Given oral or written directions, the learner will complete the task.

Task Analysis

Suggested En Route Objectives and Possible Activities

Have children complete page 14, Target Reading, Purple Book.

Ask children to write sets of directions on task cards for various activities; e.g.:

Giving a pet a bath
Taking apart and reassembling an alarm clock
Doing a health or science experiment
Making a Viking ship
Tying your shoes

Have children exchange task cards and evaluate one another's performance.

Give children a set of directions for making a model car or airplane in which some directions are reversed. Ask them to find and correct the errors.

Give children a set of directions and ask them to identify the end product.

Have children follow specific written directions for completing an assignment without teacher direction. When they have finished, ask, "What would have happened had we not followed the directions?"

Have a child sit with his back to the group. Ask another child to give him specific directions for a task, such as putting on a sweater or a jacket. Instruct the child to use the words, first, second, last, etc.

FOLLOWING DIRECTIONS

TERMINAL OBJECTIVE

Given oral or written directions, the learner will complete the task.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a selection to read and a direction, the learner will complete the task.

Give each child a paragraph to read and a related written direction to follow; e.g.:

Read the paragraph and make a picture about it.
Read the paragraph and make a clay model about it.
Read the story and make a diorama about it.
Read the story and dramatize it.

Have children complete Sheets 12 and 18, Strand V. Comprehension--Following Directions, Reading Skills Box.

Have children use nonconsumable workbook pages involving following directions. Cover pages with sheets of plastic and use appropriate marking materials.

Given a selection to read and a set of directions, the learner will complete the task.

Have children practice following directions in SRA Reading Laboratories.

Have children complete Sheets 20-23, Strand V. Comprehension--Following Directions, Reading Skills Box.

Have children complete page 16, Target Reading, Purple Book.

FOLLOWING DIRECTIONS

TERMINAL OBJECTIVE

Given oral or written directions, the learner will complete the task.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Give children written assignments, making certain they know how to do each task; e.g.:

Writing a Paragraph

1. Read the chapter on George Washington.
2. Take notes.
3. Make an outline.
4. Write a rough draft.
5. Proofread.
6. Have rought draft checked by the teacher.
7. Write the final copy.

CONTEXT CLUES

DEFINITION OF SKILL

Using context clues involves deriving the meaning of an unknown word through clues obtained from surrounding material.

TERMINAL OBJECTIVE

The learner will use surrounding material to derive the meaning of words unknown to him.

PRESKILLS

Syntax and Context, and Sight Recognition
  Does the learner use standard language patterns and/or can he understand them when they are used by others?

  Can the learner read and understand 80% to 90% of the words in the reading material?

Recall
  Can the learner recall details and information?

INTERRELATED SKILLS

Syntax and Context, and Sight Recognition
Phonetic Analysis
Structural Analysis
Inference
Paraphrasing

Note: The child should use his knowledge of phonetic and structural analysis to assist him in selecting specific appropriate words.

TASK ANALYSIS

Can the learner

1. Apply his knowledge of language patterns to supply missing words?

2. Determine from surrounding material meanings of words unknown to him?

INTRODUCTION OF SKILL

Before beginning work on Task 1, make sure the pupil uses sentences in his oral language. Guide him in applying this knowledge of language structure in predicting the meaning of a word unknown to him. Help him to understand that he is using sentence structure and his background of knowledge in predicting and that he is not simply guessing.

Be aware that children will not always be able to pronounce or derive the meaning of words by using context. Their backgrounds of experience about the context is a factor. For example, a child might read

INTRODUCTION OF SKILL (Continued)

the sentence, "The bear went into the forest" as "The bear went into the woods." Or he might think that "Mother pared the potatoes" means "Mother grouped the potatoes by twos."

Keep in mind that in the activities that follow, names of parts of speech are included only for the convenience of the teacher. It is not intended that they be taught to pupils.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Basic spelling and language arts textbooks
Building Prereading Skills, Kit A (Ginn)
Keys to Good Language (Economy)

Special Supplementary Reading Material--District

Getting Ready to Read, Big Book, Parts 1 and 2 (Houghton Mifflin)
Peabody Language Development Kit, Levels 1 and 2 (American Guidance)
Reaching Higher, Master 3-21 (Scholastic)
Reaching Up, Master 2-40, Card G27 (Scholastic)
Tri-City Reading Exercises
Using the Context, Books A-F (Barnell Loft)
Workbooks to accompany basic readers
Working with Words, Level 7, Lessons 20-23 (Ginn)

Related Instructional Material--District

Reading Skills Box (LBUSD)
Test of Basic Experiences (Toby), Post Test Instruction Cards, Levels K, 1

Guide

Guide to the Teaching of Language Arts in the Elementary Schools (LBUSD)

Miscellaneous

Clozure technique materials prepared from discarded readers

Note: Use pages from discarded readers for clozure technique materials. The cloz (clozure) technique involves the use of printed materials in which words have been blotted out either in a numerical pattern, such as every tenth word, or according to their function, such as every noun, verb, or adjective. The learner supplies the missing words for the blanks in various types of learning activities.

CONTEXT CLUES

TERMINAL OBJECTIVE

The learner will use surrounding material to derive the meaning of words unknown to him.

Task Analysis	Suggested En Route Objectives and Possible Activities

1. Can the learner apply his knowledge of language patterns to supply missing words?

Given a sentence with a part of speech missing, the learner will supply the missing word either orally or in writing.

Have children supply missing nouns in sentences; e.g.:

The mailman brought a _______ from Aunt Mary.
Cats have long, furry _______.

Note: Accept all appropriate words children suggest.

Adapt the preceding activity for other parts of speech; e.g.:

Verbs. I _______ to go home.

Have children select from three words, each of which is a different part of speech, the only one which completes a given sentence.

The boy went to the _______. (store, sleep, slipping)
She _______ down the street as fast as she could. (room, ran, red)

Note: Help children realize the importance of initial and ending sounds in identifying words.

Have children select from a list of words they know, including various parts of speech, to complete sentences which have blanks; e.g.:

ball boy jump money tell
house sleep opened closed third

Billy is a good _______.
The lady _______ the door to let the cat in.
An old lady lived on the _______ floor.
After it ate, the dog went to _______.
Please _______ me your name.

CONTEXT CLUES

TERMINAL OBJECTIVE

The learner will use surrounding material to derive the meaning of words unknown to him.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children complete grammatical usage activities in language and spelling textbooks.
	Have children read sentences in which pronouns with clear antecedents have been underlined, and ask them to tell what each pronoun refers to; e.g.:
	Joe found Ann's toy. He gave it to her.
	Have children supply missing words for paragraphs and/or stories from discarded readers in which every tenth word has been blotted out. This is the cloz technique. (See note under "Materials" on page C-14.) An appropriate time to use this activity would be after experiences with each part of speech.
	Have children supply missing words in sentences where the initial or final consonants are given; e.g.:
	I have new shoes and I can ___n fast. Now that it has rained, the streets will be ___t.
	Note: Phonetic clues will assist the child in identifying the specific appropriate word; e.g., "The bear went into the f_____." Without the initial consonant being given, the child might predict woods. By recognizing the importance of using initial sounds, the child becomes increasingly specific in his predictions.

CONTEXT CLUES

TERMINAL OBJECTIVE

The learner will use surrounding material to derive the meaning of words unknown to him.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner determine from surrounding material meanings of words unknown to him?	After hearing or reading a selection in which he encounters a word he doesn't know, the learner will determine the meaning of the word by synthesizing given information. Note: To synthesize means to evolve a new idea from known concepts. Have children read a paragraph and supply a meaningful word for the missing one; e.g.: The mother sits on the eggs. She leaves the nest only when she is frightened or when she needs food. She does not leave the nest at all for 24 hours before the eggs ______. After two weeks, the eggs ______ into two tiny baby birds. Have children read sentences which include unfamiliar words, determine the word meanings by using context clues, define the unknown words in their own words, and tell the context clues used in the process; e.g.: The fireman showed great courage when he ran into the burning building to save the child. Repeat the above activities using increasingly long selections. Note: To use the activities with a group, have children read a selection and write down the words they do not know. In a group discussion talk about information which surrounds the unknown words and ask for ideas about what the words are.

CONTEXT CLUES

TERMINAL OBJECTIVE

The learner will use surrounding material to derive the meaning of words unknown to him.

Task Analysis

Suggested En Route Objectives and Possible Activities

Given material with words unknown to him, the learner will derive the meaning from synonyms, antonyms, homonyms, homographs, and multiple meanings.

Have children define underlined words in sentences which provide context clues in the form of synonyms, antonyms, homonyms, homographs, and multiple meanings; e.g.:

The blue automobile is a pretty car. (synonym)
Wayne is not a gentleman, but a boor. (antonym)
Eight children ate all the cookies. (homonym)
Do you read lots of books? Have you read this new one? (homograph, heteronym)
Hand it to John because Sue has a sore hand. (multiple meanings)

Have children select from a group of words given at the end of a sentence the one that is closest in meaning to the underlined word in the sentence; e.g.:

The man sped down the street because he was late for work. (looked, walked, ran)

Have children complete Sheet 5, Skill 15, Strand II. Vocabulary Development, Reading Skills Box.

Given material with different types of punctuation and capitalization, the learner will use these as aids in deriving meanings of words unknown to him.

Teach recognition and meaning of various punctuation marks. (See Guide to the Teaching of Language Arts in the Elementary School, LBUSD.)

CONTEXT CLUES

TERMINAL OBJECTIVE

The learner will use surrounding material to derive the meaning of words unknown to him.

Task Analysis	Suggested En Route Objectives and Possible Activities

Ask children to read sentences with a variety of punctuation marks and tell how the marks helped them to obtain the meaning; e.g.:

> The cougar, an animal from Africa, lives in the jungle. (commas)
>
> The regiment (a body of soldiers) attacked the fort. (parentheses)
>
> Ann saw the polar bear--a big white furry animal--at the park. (dashes)
>
> The astronaut said, "I went to the moon." A resident is "one who resides." (quotation marks)

Have children read stories which include a variety of punctuation marks and discuss the function of each mark. (See _Keys to Good Language_ and teacher's editions of reading textbooks.)

Have children read a selection and then read the same selection with no capital letters. Discuss how capitalization makes a word more obvious.

Given material to read, the learner will use typographical devices as an aid to deriving meanings of words.

Teach recognition and meaning of typographical symbols, such as italics, bold-face print, underlining, footnoting.

Provide children with material containing words in bold-face print. Read a sentence aloud in two ways, with and without emphasizing words printed in bold-face type. Ask children to read other sentences in the same manner.

CONTEXT CLUES

TERMINAL OBJECTIVE

The learner will use surrounding material to derive the meaning of words unknown to him.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Provide sentences from readers in which the phrases in italics can be replaced by single words and ask children to furnish the words; e.g.: The adult choir deserves credit for its *rendition of excellent musical numbers* Sunday morning. (performance)
	Have children find in encyclopedias, science and social studies textbooks, newspapers, and magazines examples of typographical devices used to convey meaning. Guide discussion comparing different typographical techniques, and try to draw from children how typographical devices aid in conveying meaning.
	Guide children in using the pronunciation key in a dictionary or glossary to unlock unfamiliar words; e.g, beat (bĕt).
	Guide children in using typographical aids, such as titles, sectional (subtopic) and marginal headings, and indentation.

LOCATING DETAILS

DEFINITION OF SKILL

Locating details is finding information to answer factual questions.

TERMINAL OBJECTIVE

After looking at a picture or reading a selection, the learner will locate facts to answer specific questions.

PRESKILLS

Visual Perception
Can the learner see likenesses and differences?

Oral Language Development
Can the learner tell what he observes in a picture or in situations around him?

Following Directions
Can the learner follow oral directions?

Classification
Can the learner identify categories within a classification system?

Context
Can the learner identify pronoun antecedents?

INTERRELATED SKILLS

Recall
Sequence

TASK ANALYSIS

Can the learner recognize and use clue words to locate details?

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LOCATING DETAILS

INTRODUCTION OF SKILL

Help the learner to understand that in questions certain words are especially important and sometimes they are called clue words; e.g., what asks for actions and objects, when for time, why for reasons, who for people or animals, where for places, how for ways.

Provide guided experiences with the categories of names, times, places, including many experiences in classifying words and phrases according to these categories. Such activities will establish a foundation for later instruction related to who, when, where questions.

Help the learner to realize that what questions may have more than one type of answer; e.g., they may be answered by a noun or a verb--"What color is the dress?" and "What is Johnny doing?"

Encourage more advanced readers to scan rather than read every word when they are locating details.

MATERIALS

Textbooks and Kits--State and District

- Basal and supplementary readers
- Building Prereading Skills, Kit A (Ginn)
- New Practice Readers, Books A-E (McGraw)
- New Reading Skill Builders, Levels 1-6 (Readers Digest)

Special Supplementary Reading Material--District

- Getting the Facts, Books A-F (Barnell Loft)
- Learning Basic Skills Through Music (Recordings) (Educational Activities)
- Locating the Answer, Books A-F (Barnell Loft)
- Perceptual Communication Skills, Programs 1 and 2 (IMED)
- Read Better--Learn More, Books A, B, C (Ginn)
- Readiness in Language Arts Program (Behavior Research)
- Reading Laboratories (SRA)
- Tri-City Reading Exercises

Related Instructional Material--District

- My Weekly Reader, 1-5
- Reading Skills Box (LBUSD)

Miscellaneous

- Advertisements (labels, boxes, etc.)
- Discarded textbooks and workbooks
- Magazines
- Newspapers

LOCATING DETAILS

TERMINAL OBJECTIVE

After looking at a picture or reading a selection, the learner will locate facts to answer specific questions.

Task Analysis	Suggested En Route Objectives and Possible Activities
Can the learner recognize and use clue words to locate details?	Given a question related to a picture he is observing or to some other activity he is engaged in, the learner will locate specific details which answer the question. Ask children while on a walk or field trip to answer questions; e.g.: How many green trucks do you see? Show children a picture and ask questions about it; e.g.: What color is the girl's dress? Which is the largest tree? Given a clue word, the learner will locate pictures or words that are related to it. Show children a picture including some wild animals and a dog or cat. Give the clue pet and have children locate the appropriate animal. Write the word names on the chalkboard and have children locate names in a selection. Repeat the activity for places and times. Given a question, the learner will identify one or more clue words. Have children respond to questions, such as "What did Johnny wear?" by identifying the clue words, Johnny, wear. After reading a selection and being given a related question, the learner will use one or more clue words in the question to locate the answer. Provide a worksheet with a reading selection and related questions. Have children underline the clue words in the questions and in sentences of the selection which provide the answers.

LOCATING DETAILS

TERMINAL OBJECTIVE

After looking at a picture or reading a selection, the learner will locate facts to answer specific questions.

Task Analysis	Suggested En Route Objectives and Possible Activities

Give each child a sentence from a reader and a question about it. Have him identify clue words in the question and point to the word or phrase in the sentence that answers the question. The word or phrase may be the same as the clue word or it may be synonymous.

Note: For this activity children need to understand the concept of synonyms.

Give children a dittoed list of sentences covered by a sheet of plastic. Ask questions related to each sentence. Have children underline words or phrases that specifically answer the questions.

Have children read a paragraph. Give them a list of related multiple-choice questions. Ask them to circle clue words in the questions and locate the answers in the paragraph.

To increase the speed in locating clue words, have children practice scanning for a clue word. (See "Work Study Skills: Scanning.")

Given the clue words "who," "what," "where," "when," "why," or "how," the learner will identify pictures, words, or phrases that belong in those categories.

Say the word where and ask children to find in a book words or phrases that could answer that kind of question. Repeat, using who, what, when, why, how, in turn.

Give children the words who, what, where, when, why, or how and a group of words or phrases which answer them. Ask children to match them.

LOCATING DETAILS

TERMINAL OBJECTIVE

After looking at a picture or reading a selection, the learner will locate facts to answer specific questions.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children classify words or phrases, using a pocket chart with spaces for who, what, where, when, why, or how. Have children complete related exercises included in Tri-City Reading Exercises and teacher's editions of basal readers. Underline parts of sentences in a reading selection and have children tell whether each part answers who, what, where, when, why, or how. Given questions containing the words "who," "what," "where," "when," "why," "how," and other clue words, the learner will use the clue words in the question to locate specific answers. Have children look at pictures and answer such questions as, "What is in the wagon?" "Where is the dog?" Discuss what kinds of phrases answer these questions; e.g., "a basket of apples," "beside the boy." Give children copies of paragraphs from discarded readers or workbooks, covered by a sheet of plastic. Write related questions on the chalkboard. Ask individual children to read each question aloud and underline the clue words; then ask children to locate and underline the answer in their paragraphs. Give children job cards with related questions written below short paragraphs. Paragraphs may be cut from discarded readers or workbooks and pasted on the cards. Have children write answers on a separate sheet of paper and correct their work by referring to the answers written on the reverse of the card.

LOCATING DETAILS

TERMINAL OBJECTIVE

After looking at a picture or reading a selection, the learner will locate facts to answer specific questions.

Task Analysis	Suggested En Route Objectives and Possible Activities

Give children newspaper articles. Then have them play reporter by interviewing each other. One child asks who, what, when, where, and why questions about the articles. The other child writes answers to the questions. Advertisements, tickets, and schedules also can be used.

Provide children with reading material on their independent reading levels. Ask them to respond to related questions within a given amount of time. Use a stop watch or some other precise means of timing. (See "Work Study Skills: Scanning.")

Have each child draw from a grab bag a question related to a written selection. Ask him to circle the clue words in the sentence, skim the selection, locate the answer, and write it on a sheet of paper.

Give children a dittoed paragraph with each line numbered. Ask related questions and have children respond by holding up the number of the line that contains the answer; e.g.:

What was the first capital of California?

1. The capital of California is
2. Sacramento. However, it has
3. not always been the capital.
4. The first capital was Benicia.
5. When Benicia was the capital, the
6. population of California was very small.

RECALL

DEFINITION OF SKILL

Recall involves remembering and repeating in some form facts from something that has been seen, heard, or read.

TERMINAL OBJECTIVE

Given oral or written questions about a story, the learner will recall facts from memory and state or write them in answer to questions.

PRESKILLS

Visual Perception
Can the learner look at items and remember them when they are removed?

Auditory Perception
Can the learner use recall to describe previous experiences?

INTERRELATED SKILLS

Sequence
Locating Details
Following Directions

TASK ANALYSIS

Can the learner remember and repeat facts from material that he has seen, heard, or used?

INTRODUCTION OF SKILL

Ask children to recall information of particular interest to them; e.g., what I had for dinner; things I saw on the way to school; what I did last summer; events of the day.

After they have completed the above activity, ask children to state what it is they have been doing. They should say, "remembering," or some other synonymous term.

Note: Recall is remembering. It is not locating information in material. Many opportunities for practicing recall should be provided. It is useful to correlate recall with locating details as a way of having children validate their answers to recall questions.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Building Prereading Skills, Kit A (Ginn)
People in Action, A (Ginn)

Special Supplementary Reading Material--District

Getting the Facts, Books A-F (Barnell Loft)
Kits (Scholastic, SRA, Xerox, etc.)
Peabody Language Development Kit, Level 1 (American Guidance)
Skillbooks to accompany readers (Ginn)
Target Reading, Purple, Orange, Blue, Green, Gold (Laidlaw)

Related Instructional Material--District

Reading Skills Box (LBUSD)

Miscellaneous

Discarded workbooks and pictures

RECALL

TERMINAL OBJECTIVE

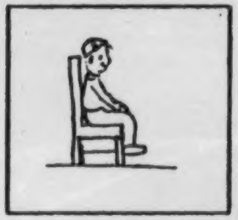
Given oral or written questions about a story, the learner will recall facts from memory and state or write them in answer to questions.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Note: The activities below can be used in oral or written form.
Can the learner remember and repeat facts from material that he has seen, heard, or used?	Given a simple object or picture to observe, the learner will remember and answer one related question when the object or picture is taken away.

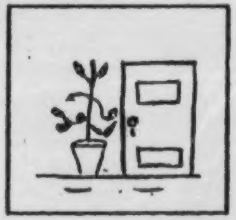
Show one object at a time. When the object is removed, ask a child to name it.

Show children colored geometric shapes, one of which is subsequently covered, and ask them to tell what color or shape is hidden.

Show children one picture at a time, asking a question about each; e.g.:



On what is the boy sitting?



What was by the door?

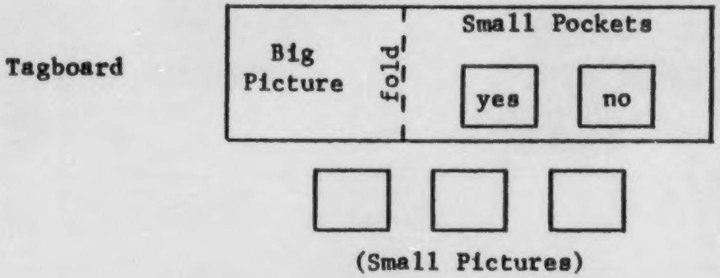
Ask a child to study a big picture and then fold it back out of sight. Next, give the child a group of small pictures and ask him to look at each one, recall whether it was part of the big picture, and place it in "yes" or "no" pocket. This can be a self-directed activity. (See example on page C-30.)

RECALL

TERMINAL OBJECTIVE

Given oral or written questions about a story, the learner will recall facts from memory and state or write them in answer to questions.

Task Analysis	Suggested En Route Objectives and Possible Activities



Have children look at a group of objects displayed on a table. Remove the objects and distribute worksheets on which are pictures of a number of objects, some of which were included in the display and some of which were not. Ask children to mark with an X each picture of a displayed item.

Show a motion picture. Show it a second time with the sound off and have children narrate it.

Given a picture with many details to observe and two or more related questions, the learner will recall the answers.

Show children a detailed picture, remove it, and then ask a series of related questions; e.g.:

Farm Picture

What do you remember about the farm picture?
What do you remember about the pigs in the picture?
How many pigs were there?
What animal was crossing the road?
Who was on the tractor?

RECALL

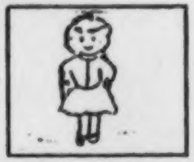
TERMINAL OBJECTIVE

Given oral or written questions about a story, the learner will recall facts from memory and state or write them in answer to questions.

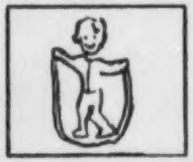
Task Analysis	Suggested En Route Objectives and Possible Activities

After observing a series of pictures, the learner will recall several facts.

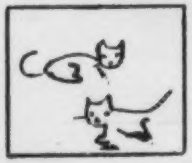
Show children a set of pictures briefly and then ask a question about each one; e.g.:



What do you remember about the girl?
What do you remember about her clothes?



What do you remember about the boy?
What was the boy doing?



What do you remember about the kittens?
How many kittens were there?

After hearing or reading a sentence, the learner will recall one fact.

Have children answer questions involving single facts included in given sentences. Provide three alternative answers for each question; e.g.:

George went to the store.

Where did George go? (store, school, home)

RECALL

TERMINAL OBJECTIVE

Given oral or written questions about a story, the learner will recall facts from memory and state or write them in answer to questions.

Task Analysis

Suggested En Route Objectives and Possible Activities

After hearing or reading a sentence, the learner will recall two or more facts.

Have children answer questions involving two or more facts included in given sentences; e.g.:

George went to the grocery store and bought eggs, apples, oranges, and bread.

Who went to the store? Name three things that George bought. What kind of store did George go to?

After hearing or reading a short paragraph, the learner will recall one fact.

Have children answer questions involving single facts included in given paragraphs; e.g.:

The children went to the zoo. They saw many animals. Everyone liked the elephant best.

Which animal did the children like best?

After hearing or reading a paragraph, the learner will recall two or more facts.

Have children answer questions involving two or more facts included in given paragraphs; e.g.:

Today is Halloween. All of the children have new costumes to wear for this exciting occasion. Jim is dressed as a ghost. John is a jack-o'-lantern. Susan is a wicked witch. How terrified the townspeople will be when they behold these trick-or-treaters.

What was the exciting occasion? How many children were there? What was Susan dressed as?

RECALL

TERMINAL OBJECTIVE

Given oral or written questions about a story, the learner will recall facts from memory and state or write them in answer to questions.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children hold up yes or no cards to answer questions involving two or more facts included in a given paragraph.

Have children answer multiple-choice questions involving two or more facts included in a given paragraph.

After hearing or reading a story, play, poem, or article, the learner will recall two or more facts.

Have children answer questions involving two or more facts included in a story, poem, or article; e.g.:

Imaginings

by J. Paget-Fredericks

Imagine!
A little red door that leads under a hill
Beneath roots and bright stones and pebbly rill.

Imagine!
A quaint little knocker and shoe scraper, too--
A curious carved key
Is waiting for you.

Imagine!
Tiptoe on doormat, you're turning the key.
The red door would open
And there you'd be.

Imagine!
Shut the door tightly so no one should see.
And no one would know then
Where you would be.
Imagine, if you can.

What color was the door? How was the door shut? What kind of key was it? Where did the door lead?

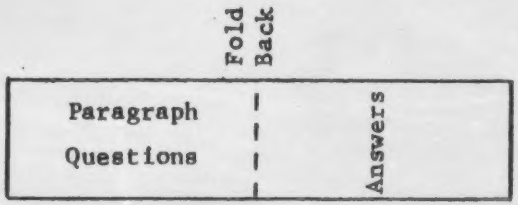
RECALL

TERMINAL OBJECTIVE

Given oral or written questions about a story, the learner will recall facts from memory and state or write them in answer to questions.

Task Analysis	Suggested En Route Objectives and Possible Activities

Give children material, such as that pictured below. Ask them to read the selection, answer the questions, and check their answers with those on the reverse of the material.



Have children read a story, make up recall questions about it, and answer them. Vary the activity by doing it orally, or in writing, or by having children exchange questions.

Note: Review with children the kinds of questions involved in recall. See "Locating Details."

SEQUENCE

DEFINITION OF SKILL

Sequence involves putting materials or events in an order.

TERMINAL OBJECTIVE

Given a story to read, the learner will sequence several facts, events, or feelings.

PRESKILLS

Following Directions
Can the learner follow directions involving two or more tasks?

Locating Details
Can the learner locate details in materials of varying lengths, such as pictures, sentences, paragraphs, and stories?

Recall
Can the learner remember two or more facts from pictures, sentences, paragraphs, or stories?

INTERRELATED SKILLS

Main Idea
Predicting Outcomes

TASK ANALYSIS

Can the learner

1. Demonstrate understanding of the following key words which denote position in sequence: before, after, during, while, order, first, middle, last, next?
2. Arrange details or events in the order in which they occurred?

SEQUENCE

INTRODUCTION OF SKILL

Discuss key words that denote position in sequence--before, after, etc. These terms must be reviewed frequently.

Discuss the meaning of sequence and its use in everyday situations.

Model an absurd sequence; e.g., putting shoes on and then stockings. Have children tell why the sequence is absurd and give the correct one. Be sure to ask them to support their decisions.

Present a series of pictures that is absurd because the pictures are out of order. Discuss.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Building Prereading Skills, Kit A (Ginn)

Special Supplementary Reading Material--District

Classification, Opposites, Sequences (Ideal)
  Classification, Opposites, Sequences Chart, #2710
  Magic Cards: Classification, Opposites, Sequences, #2712
  Pictures for Pegboard Sequence, #2713
  Tapes: Classification, Opposites, Sequences, #2715
  Transparencies: Classification, Opposites, Sequences, #2719
Listening Skills Program Series (SRA)
Mission: Read Series (Random)
Reading and Thinking Skills, Grades 3-6 (Continental)
Starting Out with Pictureforms (Harper & Row)
Target Reading, Purple, Red, Orange, Blue, Green, Gold Books (Laidlaw)
Tri-City Reading Exercises
Workbooks and skillbooks to accompany supplementary readers
Your Own Discoveries (Houghton Mifflin)

Related Instructional Material--District

Reading Skills Box, Strand V (LBUSD)
See-Quees Story Boards (Judy)
Tell-Again Story Cards, Levels I and II (McGraw)

Miscellaneous

Discarded reading workbooks
Newspaper comic strips

SEQUENCE

TERMINAL OBJECTIVE

Given a story to read, the learner will sequence several facts, events, or feelings.

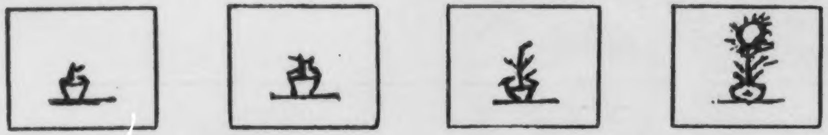
Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner demonstrate understanding of the following key words which denote position in sequence: before, after, during, while, order, first, middle, last, next?	Given orally the terms before, after, during, while, order, first, middle, last, and next, the learner will define the terms and/or demonstrate his knowledge of them. Provide activities in the classroom that utilize words which denote position; e.g., "first row," "last group," etc. Have children participate in finger plays, poems, and songs, using the position words given in this task analysis. Give the child a sequence of events and ask him to tell the next logical step. "I got up this morning. I brushed my teeth. I ___________." Children's responses will differ, reflecting the individual's experience. Ask them to state reasons for their responses if it seems desirable. Give each child a set of cards with a letter of his name written on each and ask him to arrange them to spell his name. Repeat the activity, using series of letters--a, b, c, d, or series of numbers--4, 5, 6, 7.
2. Can the learner arrange details or events in the order in which they occurred?	Given several pictures that portray everyday happenings, the learner will put the events in sequential order. Present the beginning and end of a picture sequence. Ask children to select from a group of other pictures ones that belong in the middle of the sequence.

SEQUENCE

TERMINAL OBJECTIVE

Given a story to read, the learner will sequence several facts, events, or feelings.

Task Analysis	Suggested En Route Objectives and Possible Activities



Give a child pictures belonging to a series, such as the above. Have him arrange the pictures in sequential order.

Give a child pictures of characters depicting happiness, sadness, apathy. Have him arrange these from least happy to most happy, and support the sequence.

Given a familiar story, the learner will arrange related objects or pictures in the order in which they occurred in the story.

Read or ask a child to read a story orally to the group. Provide for each child a set of picture sheets about the story and ask him to arrange or number his pictures in sequential order.

Read a story or play aloud and ask children to number a list of objects, characters, or emotions according to the order of their appearance in the story.

Have children draw a sequence of pictures after hearing a story or going on a field trip.

Given several sentences about a given subject, the learner will arrange them in the order in which they occur.

Provide each child with a set of sentence strips about activities involved in getting ready for school. Ask him to read the sentences and arrange them in the order in which the activities occur.

SEQUENCE

TERMINAL OBJECTIVE

Given a story to read, the learner will sequence several facts, events, or feelings.

Task Analysis	Suggested En Route Objectives and Possible Activities

Give the title of an activity involving more than one step, such as "Getting Ready for Recess" or "Making a Birthday Cake." Record steps on the chalkboard in random order as children dictate them. Have children as a group number the steps sequentially.

Have children complete a science experiment, art project, dance, or other activity in which step-by-step directions are followed. Then ask them to draw diagrams indicating the sequence of steps involved.

Given a complex sentence, the learner will tell the order of events.

Write on the chalkboard complex sentences; e.g.:

Joe looked for his dog after he found his collar.

Tom played on the swings while John was on the slide.

Ask children to tell which part of the sentence happened first or whether both events happened at the same time. Then ask them to draw one line under events that happened first, two lines under events that happened second, and no lines under events that happened at the same time.

Ask children to dramatize events in the order in which they occurred.

Given a paragraph to read, the learner will number selected events in correct order.

On a transparency, tagboard, ditto sheet, or the chalkboard write a paragraph followed by a list of three or four events. Read the paragraph and the list of events aloud. Point to an event and ask children to respond by holding up fingers or a number card indicating its position in the sequence of events.

SEQUENCE

TERMINAL OBJECTIVE

Given a story to read, the learner will sequence several facts, events, or feelings.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a paragraph, the learner will recall the main events in sequence.

Read a paragraph orally and ask children to write or tell the main events in order.

Ask each child to read a paragraph cut from discarded readers and laminated, and list the important events in sequence.

Given a story with paragraphs in random order, the learner will number the paragraphs in sequential order.

Have children play Paragraph Shuffle. Give them cards on which are written stories with paragraphs numbered and out of order. Ask them to arrange the paragraphs in proper sequence and to check their work by looking at the sequence of numbers on the reverse of the card.

Given a story to read and a list of several events, the learner will put the events in the order in which they occurred.

Give children dittoed sheets of a story followed by a list of its events in random order. Ask them to place numbers beside the events to indicate the order in which they occurred. Vary the activity by having children read a story from a basal reader or library book and then giving them a dittoed list of events.

Given a story to read, the learner will sequence events that had to have happened during elapsed periods of time.

Have children read a story or other selection and arrange its events in sequential order in one of the following forms:

1. Written paragraph, including words such as first, second, next, this week, last month, three years from now
2. Time lines
3. Charts identifying concurrent events
4. Maps upon which events are identified
5. Drawings of settings in which events took place
6. Scaled distance line on which events are located

CLASSIFICATION

DEFINITION OF SKILL

Classification involves recognizing and stating similarities and differences among items, grouping items, labeling groups of items, and grouping items under labels.

TERMINAL OBJECTIVE

Given materials--objects, pictures, words, phrases, sentences, paragraphs, stories--the learner will group, label, regroup, and classify them under multiple classifications, and state reasons for his decisions.

PRESKILLS

Visual Perception
  Does the learner observe similarities and differences?

Knowledge of Concepts
  Does the learner know the function of a given object?

  Does the learner understand that a given object can have more than one characteristic?

INTERRELATED SKILLS

Locating Details
Main Idea
Inference

TASK ANALYSIS

Can the learner

1. Recognize and state similarities and differences among materials he observes?

2. Form a related group of items and state the relationship among them?

3. State labels for groups of items he has formed?

4. Classify items under labels?

5. Subdivide groups of similar, closely related, and loosely related items into small, medium-sized, and/or large classifications?

CLASSIFICATION

INTRODUCTION OF SKILL

Begin classification with concrete objects and move to abstract materials.

Make sure the learner understands the concept and/or the meaning of the words, belong or related.

Note: Children should discover and originate classifications rather than be given them to memorize. Possible bases for classification are[1]

Locational.	Materials usually found together in the same place; e.g., plate, silverware, glass--used at table
Temporal.	Materials grouped because of time relationship; e.g., hot weather, swimming, light clothing--summer
Functional.	Materials usually used together or that operate because of each other; e.g., hammer and nail
Descriptive.	Materials grouped because of appearance; e.g., apple, cherry, stop light--red
Inferential.	Materials that are grouped under an abstract label that describes a quality of a whole group; e.g., ugly, gorgeous, happy--descriptive objectives

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Building Prereading Skills, Kit A (Ginn)
Textbooks for other subject areas

Special Supplementary Reading Material--District

Classification, Opposites, Sequences (Ideal)

Classification, Opposites, Sequences Chart, #2710
Magic Cards: Classification, Opposites, Sequences, #2712
Pictures for Pegboard Sequence, #2713
Tapes: Classification, Opposites, Sequences, #2715
Transparencies: Classification, Opposites, Sequences, #2719

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[1] Institute for Staff Development: Teaching Strategies Program Unit I

MATERIALS (Cont.)

Special Supplementary Reading Material--District (Cont.)

- Peabody Language Development Kit, Levels 1 and 2 (American Guidance)
- Perceptual Communications Skills Series, Program 1 (IMED)
- Sense and Tell, Unit 1, kit (Scott, Foresman)
- Target Reading, Purple and Orange Books (Laidlaw)
- Tri-City Reading Exercises
- Workjobs (Addison Wesley)

Related Instructional Material--District

- Reading Skills Box (LBUSD)

Miscellaneous

- Catalogs
- Magazines
- Newspapers

CLASSIFICATION

TERMINAL OBJECTIVE

Given materials--objects, pictures, words, phrases, sentences, paragraphs, stories--the learner will group, label, regroup, and classify them under multiple classifications, and state reasons for his decisions.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner recognize and state similarities and differences among materials he observes?	Given a set of materials, the learner will state ways in which the various items are alike or different. Show children a picture of a policeman and one of a fireman, each with equipment he uses. Ask children to state similarities and differences between the two kinds of equipment. Show children pictures of different types of buildings and ask how they are alike and how they are different. Have children discuss ways in which items in various sets of displayed materials, ranging from concrete to abstract, are related; e.g.: Objects or pictures related by function, such as pencil, chalk, crayon, felt pen Objects or pictures related by location, such as sheet, pillow, bedspread, bed; beaker, glass tube, Bunsen burner Related words selected from stories, basal readers, science or social studies textbooks Give children two or three Dewey Decimal numbers. Ask them to examine school library books with those numbers and tell how books with the same numbers are related.

CLASSIFICATION

TERMINAL OBJECTIVE

Given materials--objects, pictures, words, phrases, sentences, paragraphs, stories--the learner will group, label, regroup, and classify them under multiple classifications, and state reasons for his decisions.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner form a related group of items and state the relationship among them?	Given a set of related and nonrelated materials, the learner will select the related materials and tell how they are related. Provide opportunities for children to group a collection of buttons or such other items as seeds, shells, nuts, fabrics, junk objects. Have them group the items by various characteristics, such as color, size, holes, ridges, shape, or materials. Guide the activity by asking questions, such as "Which of these go together because they are alike in some way?" "In what way are they alike?" Provide pictures of fruits and vegetables and ask children to group them in some way. Possibilities include: Fruits--Vegetables Large--Small Above ground--Below ground Give a child four objects; e.g., toothbrush, toothpaste, cup, hair ribbon. Ask him to indicate the related objects and to support his selection. Accept any sets the child groups and supports; e.g.: Toothbrush, cup, and toothpaste, because they are all used in brushing teeth. Toothbrush and ribbon, because they both are made of nylon and have same color. Extend the above activity by using increasingly abstract items, such as pictures and words. Give children a number of newspaper articles and ask them to group those which are related in some way.

CLASSIFICATION

TERMINAL OBJECTIVE

Given materials--objects, pictures, words, phrases, sentences, paragraphs, stories--the learner will group, label, regroup, and classify them under multiple classifications, and state reasons for his decisions.

Task Analysis	Suggested En Route Objectives and Possible Activities

List characters from stories in a basal reader unit the children have read. Ask them to group characters among whom they see some relationship.

Given a group of materials, the learner will state how they are related and name other materials that belong in the same classification.

Place on a flannel board pictures of three objects and discuss their relationship. Which of these can be grouped together because they are alike in some way? Have children cut from magazines pictures of other related objects, discuss their choices, and place them on the flannel board.

Provide children papers on which are written numbered series of words with blanks at the end of each series; e.g.:

1. small, minute, little, ______, ______, ______
2. coat, hat, shoes, ______, ______, ______
3. dog, cat, horse, ______, ______, ______

Have a child state why small, minute, and little are related, and make additions to the category. Then ask children to write in the blanks as many related words as they can think of. Provide for self-correction of the exercise by including possible answers on the reverse of the paper.

Record on a chalkboard information children recall from a motion picture shown to the class. Have them arrange the information into related groups and add additional related information to each group.

CLASSIFICATION

TERMINAL OBJECTIVE

Given materials--objects, pictures, words, phrases, sentences, paragraphs, stories--the learner will group, label, regroup, and classify them under multiple classifications, and state reasons for his decisions.

Task Analysis	Suggested En Route Objectives and Possible Activities
3. Can the learner state labels for groups of items he has formed?	After forming a related group, the learner will label it. Provide balloons of assorted shapes, sizes, colors. Ask children to form a related group and state the reason or basis for it. Guide them in providing a name or label for the group by asking, "Keeping in mind the reason you had for putting these balloons together, what do you think would be an appropriate label for the group?" Possible responses are: red balloons, round balloons, things that are blue. Repeat the above activity, substituting seeing a motion picture or reading a story.
4. Can the learner classify items under labels?	Given a labeled classification and assorted materials, the learner will select materials that belong in the classification and tell why they belong. Have children suggest appropriate indicated items for categories, such as Rooms of a house--furniture, appliances Textures--hard and soft, rough and smooth--science materials Animals Colors and shapes Designs--dots, stripes, plaids Senses--seeing and hearing--sights and sounds Myths, folktales, legends--stories read Who, what, when, where--events

CLASSIFICATION

TERMINAL OBJECTIVE

Given materials--objects, pictures, words, phrases, sentences, paragraphs, stories--the learner will group, label, regroup, and classify them under multiple classifications, and state reasons for his decisions.

Task Analysis	Suggested En Route Objectives and Possible Activities

Provide a picture of a child's wagon and the following categories: red, toy, little. Ask the child to select the most appropriate classification and support his choice. Guide his selection by asking, "Thinking of its use, which do you think would be the most appropriate category for the wagon?"

Have pupils classify social studies learnings under given headings; e.g., northern, middle, and southern colonies; Indians, colonists, and pioneers.

Given a number of related and unrelated materials, the learner will form groups of related items, state their relationship, and label the classification.

Have children group and label words and/or phrases selected from stories. Possible groups include:

- Happy words or phrases
- Sad words or phrases
- Family words or phrases
- Descriptive words or phrases
- Action words or phrases

Display health study prints, such as ones related to dental health. Have children state the relationship among the prints, suggest possible labels, and decide on the best one.

Show a filmstrip about seasons and have children group and label related phrases.

CLASSIFICATION

TERMINAL OBJECTIVE

Given materials--objects, pictures, words, phrases, sentences, paragraphs, stories--the learner will group, label, regroup, and classify them under multiple classifications, and state reasons for his decisions.

Task Analysis

Suggested En Route Objectives and Possible Activities

Provide opportunities for children to classify items, such as story characters or settings; e.g.:

> Have the child read several stories that happened in places other than America; state a category, such as "took place in foreign countries"; and support it.

5. Can the learner subdivide groups of similar, closely related, and loosely related items into small, medium-sized, and/or large classifications?

Given a group of items with known relationships, the learner will form and reform groups, state the relationship among items in each new group, and label each group.

Provide a series of pictures of animals and ask children to form subgroups, such as pets, farm animals, wild animals.

Give children a list of various kinds of dwellings, such as hogan, sod hut, A-frame, log cabin, tepee, apartment, pueblo. Ask them to suggest subcategories. Possibilities include Indian, pioneer, present-day; earth, wood, concrete, animal.

Have each child complete in writing an activity like the above; e.g.:

Indian Homes	Modern Homes	Earth	Concrete
pueblo	apartment	hogan	apartment
hogan	condominium	sod house	condominium

Repeat the above activities, using phrases, sentences, paragraphs, or stories.

MAIN IDEA

DEFINITION OF SKILL

Main idea involves identifying important facts by distinguishing between the essential and nonessential, and combining them to form a central thought.

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

PRESKILLS

Locating Details
  Can the learner use clue words to locate details?

Recall
  Can the learner remember details in pictures, sentences, and paragraphs?

Classification
  Can the learner classify pictures, words, or sentences?

INTERRELATED SKILLS

Note-Taking
Summarizing
Outlining
Inference
Story Elements

TASK ANALYSIS

Can the learner

1. Remember information about an object, a picture, sentence, paragraph, or story?

2. Distinguish between essential and nonessential ideas within a picture, sentence, paragraph, or story?

3. Use essential details in a picture, sentence, paragraph, or story to support his selection of the appropriate main idea?

4. Correlate ideas taken from a picture, sentence, paragraph, or story, and formulate a statement of the main idea?

MAIN IDEA

INTRODUCTION OF SKILL

Keep in mind that the skill of discriminating between the essential and nonessential is basic to identifying and supporting a main idea. In this connection the terms *related* and *unrelated* can be used interchangeably with *essential* and *nonessential*.

Recognize that the child who has difficulty distinguishing between essential and nonessential items may need more experience in using clue words. Activities for this purpose are provided in the section "Locating Details."

Provide more experience in classification for the child who is unable to organize details in a meaningful relationship, before he attempts to identify main ideas.

Help the child to discover that the main idea of a selection may not be stated clearly and that it may occur anywhere in the selection.

Keep in mind when teaching the main idea that this skill leads to summarizing and outlining.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Building Prereading Skills, Kit A (Ginn)
Earth, Home of People (Silver Burdett)
Keys to Good Language, 3-6 (Economy)
New Practice Reader, Books A-E (McGraw)
New Reading Skill Builders (Reader's Digest)
People in Action, A-E (Ginn)
Tell-Again Story Cards (McGraw)
Textbooks for other subject areas

Special Supplementary Reading Material--District

Getting the Main Idea, Books B-F (Barnell Loft)
Peabody Language Kit, Level I (American Guidance)
Personalized Reading Center, Grades 4, 5, 6 (Xerox)

MAIN IDEA

MATERIALS (Cont.)

Special Supplementary Reading Material--District (Cont.)

Pocketful of Skills, Hatful of Skills, Basketful of Skills, Boxful of Skills (Jones-Kenilworth)
Read Better--Learn More, Books A, B, C (Ginn)
Read, Study, Think, Grades 2-6 (Xerox)
Reading Laboratories (SRA)
Schools, Families, Neighborhoods (Field)
Target Reading, Purple, Red, Orange, Blue, Green, and Gold Books (Laidlaw)
Workbooks to accompany basic and supplementary readers
Your Own Discovery, all levels (Houghton Mifflin)

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary
Motion Pictures, Motion Picture Catalog, Elementary
Study Prints, Catalog of Audio-Visual Materials, Elementary

Miscellaneous

Library books
Magazines
Newspapers

MAIN IDEA

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner remember information about an object, a picture, sentence, paragraph, or story?	Given an object, picture, sentence, paragraph, or story, the learner will remember details. Have children look at an object or a picture, close their eyes, and tell what they saw. Ask, "What do you remember about the picture?" Have each child select a picture, sentence, paragraph, or story from a grab bag, look at it, read it, return it to the bag, and act it out. Have children review as necessary activities suggested for "Recall."
2. Can the learner distinguish between essential and nonessential ideas within a picture, sentence, paragraph, or story?	Given a picture or pictures and a main idea, the learner will select items in the picture that are essential and those that are nonessential to the main idea. Show children a study print, magazine picture, or filmstrip and ask them to illustrate, write, or state the essential items in it. Ask, "Why do you think ______ is an essential part of the material?" Repeat the activity above having children illustrate, write, or state the nonessential items. Ask, "Why do you think ______ is not an essential part of the material?" Provide a picture for a bulletin board, entitled "Essentials and Nonessentials." Have children make illustrations or write names of items in the picture and place them under the correct headings. Provide a group of numbered pictures, some that are essential and some that are nonessential to a given main idea. Have the children state or write numbers of the pictures that are essential to the main idea and support their choices.

MAIN IDEA

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a sentence, the learner will identify the essential and the nonessential words.

Write on the chalkboard or show with an overhead projector sentences, such as those below. Have children identify the essential and the nonessential words.

Easy: The children hiked through the woods behind their farm to a grassy meadow.

Difficult: Alexander Graham Bell's father was a teacher of deaf-mutes, those who could neither speak nor hear sounds.

Have children review as necessary activities suggested for "Locating Details."

Given a paragraph and its main idea, the learner will identify the essential and the nonessential sentences.

Read or have children read a paragraph aloud. Have children select essential details and illustrate or explain the main idea. Ask, "Considering the essential details, what do you think is the most important idea?" Why do you think _____ is the most important idea?"

Have children read a paragraph followed by an incorrect main idea statement, and list specific details that refute the statement. Then ask them to correct the main idea statement, formulating a new one based on the essential facts.

Have children write a paragraph on a given main idea, exchange papers, and select essential sentences in the paragraphs.

MAIN IDEA

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children read a paragraph and a topic sentence and indicate essential and nonessential ideas by listing phrases and sentences under the two headings. Then ask them to support their selections.
	Have children read a paragraph and select a sentence that does not relate to the given topic sentence.
	Have children formulate and write a series of subtopics for a given main topic.
	Given a story and its main idea, the learner will list the essential and nonessential sentences.
	Tell a flannel board story and have children separate the essential and nonessential flannel pieces.
	Ask children to read a story and copy the sentences that are so important to its meaning that the story would not make sense without them.
	Have children read a story shown on an overhead projector and select words or sentences that can be eliminated without changing the meaning.
	Have children write stories on a given main idea, exchange them, and identify the essential sentences.
3. Can the learner use essential details in a picture, sentence, paragraph, or story to support his selection of the appropriate main idea?	Given a picture and a choice of main ideas, the learner will select the appropriate main idea and support his choice.
	Show children a picture and say, "I will say some sentences. Tell which one best describes the picture."

MAIN IDEA

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

Task Analysis	Suggested En Route Objectives and Possible Activities

Place a picture and three title strips on a flannel board. Ask children to select the best title and support their choice.

Given a series of pictures and a choice of main ideas, the learner will select the appropriate main idea and support his choice.

Show a series of story pictures, such as *Tell-Again Story Cards*, and give several main ideas. Ask the child to select the appropriate main idea and support his choice.

Show a group of related pictures and numbered phrases on an overhead projector. Have each child write the number of the phrase that best describes the group of pictures and indicate the details in each picture which support his choice.

Given a sentence and a choice of main ideas, the learner will select the appropriate main idea and support his choice.

Write a sentence and several numbered choices on an overhead projector, chalkboard, tag strips, or dittoed sheet as below. Have children write the number of the answer they select. Suggest that they look for key words to help them make their choices.

Sick people feel better when you give them flowers.

This sentence mainly talks about:

1. People who like flowers
2. Pink flowers
3. Flower people
4. Sick people feeling better

Have children correct their work as a group, giving reasons for each of their choices.

MAIN IDEA

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a paragraph and a choice of main ideas, the learner will select the appropriate main idea and support his choice.

Write a paragraph and three alternative main ideas on an overhead projector, the chalkboard, or a ditto. Ask children to write on mini-chalkboards the number of the answer they select and orally support their choice.

Write a paragraph on the chalkboard or overhead projector. Give a number of main ideas, each identified with different colored chalk or pen. Guide the class in examining each sentence in the paragraph and underlining it with the same color as the main idea to which it relates. Encourage children to discover a pattern of topic and closing sentences in paragraphs.

Note: The foregoing activity is not applicable to most basal reader stories. Use it with content-oriented material, such as social studies, science, health and safety books.

Give children paragraphs cut from discarded books and mounted on tagboard with numbered statements written below. Ask children to select the best statement of the main idea and write the number of the statement or, if the material is laminated, underline it. Then have them check their choices with the answers on the reverse side.

It is recess. The children are having fun. John is going down the slide. Mary is climbing on the jungle gym.

1. The children are working.)
2. The children are playing.) Easy choices--nonrelated sentences
3. The children are eating.)

MAIN IDEA

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

Task Analysis	Suggested En Route Objectives and Possible Activities

or

1. John can slide.)
2. Mary can climb)
3. The children play) Difficult choices--related sentences
at recess.)

Ask children to read paragraphs and select the best title from a number of given choices.

Given several paragraphs and several main ideas, the learner will select and match the appropriate main idea to each paragraph.

Give children a number of paragraphs and a series of key sentences and ask them to match each sentence with the appropriate paragraph.

Give children two large envelopes--one containing paragraphs cut from discarded workbooks, textbooks, magazines, or newspapers, the other containing titles of the paragraphs. Have them match a title to each paragraph.

Have children play paragraph games; e.g.:

Paragraph Scramble. Divide children into groups. Give one group of children individual paragraphs, the other group individual titles. Have children match titles and paragraphs.

Match the Title Race. Divide children into groups. Give each group a paragraph to read. Place titles written on tag strips along the chalkboard. The group that matches its paragraph and title first wins.

MAIN IDEA

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Given a story and a choice of main ideas, the learner will select the appropriate main idea and support his choice. Read a story aloud and have children select the main idea from given choices; e.g.: "The Little Engine That Could" 1. The train went up and down hills. 2. The train had problems. 3. The train could do anything if it tried. Ask, "What made you select no. ___ as your main idea?" "What does the word tried mean to you?" Have children read stories at their independent reading levels and select the main ideas from choices written on tagboard strips. Have children complete Sheets 4, 5, 6, 7, 9, Skill 2, Strand V. Comprehension--Main Idea, Reading Skills Box.
4. Can the learner correlate ideas taken from a picture, sentence, paragraph, or story, and formulate a statement of the main idea?	Given a picture, the learner will state the main idea. Show children a picture and ask them to illustrate, tell, or write the main idea. Have each child draw a picture and dictate or write a title for it. Have children read a paragraph and summarize the main idea in a sentence. Have children write an acceptable title for a paragraph. Have children formulate and write a topic sentence for a paragraph that has an implied main idea.

MAIN IDEA

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a story, the learner will state the main idea.

Read a story aloud and have children illustrate, tell, or write the main idea.

Have children make and use puppets to act out the main idea of a story.

Have children read a story, fable, myth, legend, etc., at their reading level, and summarize it or write the main idea.

Have children read a newspaper article, write the main idea, and underline supporting details in the article.

Have children read a story and identify sentences that are so important to the plot that the story could not be told without them.

Have children read a story and identify the plot and climax.

Have children read a story which includes a false generalization and identify details that prove it false.

Have children read a story and demonstrate their retention of the main idea by stating it after a period of time has passed.

Given a research topic, the learner will state the main idea and the relevant subtopics, and summarize.

Have children read about a specific topic in a health, science, or social studies textbook, taking notes by writing key sentences and using the notes to write a summary or to give one orally.

MAIN IDEA

TERMINAL OBJECTIVE

After listening to or reading a selection, the learner will state or write the main idea and supporting details.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children research a specific topic by consulting books, pictures, filmstrips, motion pictures, etc. Ask them to take notes, write an outline, and prepare an oral or written report.
	Have children do research on various topics, write articles based on the research, and compile them in a class newspaper.
	Have children write newspaper articles about topics studied in health, science, or social studies. Ask them to exchange their articles and write headlines for the ones they receive.
	Have children compose a newspaper for a content area and display it on a bulletin board.

INFERENCE

DEFINITION OF SKILL

Inference is the process of synthesizing related clues to reach a conclusion.

Inference involves putting together related clues to make a statement implied by the author.

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

PRESKILLS

Locating Details
Can the learner locate stated details involving the use of related key words that answer who, what, where, when, why, in relation to people, things, and time?

Recall
Can the learner recall details from pictures, sentences, paragraphs, or stories to answer factual questions?

Classification
Can the learner classify items according to categories; e.g., feeling, seasonal, time words?

INTERRELATED SKILLS

Context Clues
Main Idea
Predicting Outcomes
Cause and Effect
Fact, Opinion, Bias, Propaganda, and Assumption
Story Elements

TASK ANALYSIS

Can the learner

1. Distinguish related from unrelated?
2. Support a given inference?
3. Use related facts to select an appropriate inference?
4. Make an inference and support it?

INFERENCE

INTRODUCTION OF SKILL

Check to determine whether a child has difficulty distinguishing between related and unrelated ideas or items and, if so, provide him with more experiences with classification. Many teacher's guides use in reference to items the words related and unrelated interchangeably with the words essential and nonessential.

Accept an inference made by the child if he can support it logically. This will encourage him to think creatively, free from the fear of being judged right or wrong. Questions involving inference often have more than one suitable answer.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Building Prereading Skills, Kit A (Ginn)
People in Action, A-E (Ginn)
Tell-Again Story Cards (McGraw)
Try: Tasks 1, 2, 3 (Noble)
Workers in Our Neighborhood (McGraw)

Special Supplementary Reading Material--District

Drawing Conclusions, Books A-F (Barnell Loft)
Listening Skills Programs IIA, IIB, IIC (SRA)
Read Better--Learn More, Books A, B, C (Ginn)
Target Reading, Gold Book (Laidlaw)
Tri-City Reading Exercises
Workbooks to accompany basic and supplementary readers

Related Instructional Material--District

My Weekly Reader, 1-5
Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary
Motion pictures, Motion Picture Catalog, Elementary

Miscellaneous

Library books--fables, poetry
Newspapers
Objects
Pictures

INFERENCE

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner distinguish related from unrelated?	Given objects, pictures, words, phrases, or sentences with related and unrelated items, the learner will find the related items and explain their relationship. Place an apple, orange, carrot, and banana on the counter. Ask children to name or draw the related items and tell why they are related. Place pictures of ships and buildings on the counter. Ask children to name things they have in common and tell why they are related. Provide children with job cards on which are related and unrelated pictures, words, phrases, or sentences. Ask them to find either the related or unrelated items, and check their choices with the answers on the backs of the cards. After hearing or reading a unit of stories, have children state how the stories are related and why they are grouped together. Have children perform activities suggested for "Classification."
2. Can the learner support a given inference?	Given objects or pictures of objects and an inference, the learner will find the supporting items. State an inference, such as "Mother is making a pie." Place on the counter objects or pictures of objects, such as flour, pie tin, sugar, rolling pin, measuring cup, broom, chalk, and ask a child to select the items which support the inference. Repeat the activity, using science and social studies related items, such as making an apron, a kimono, an airplane, an anemometer, bread, tacos.

INFERENCE

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given an inference and supporting and nonsupporting statements, the learner will find the supporting statements.

Provide children with job cards on which are written an inference followed by a list including both supporting and nonsupporting statements. Ask children to indicate supporting statements and check their choices with the answers on the backs of the cards.

Given a paragraph and a stated inference, the learner will identify clue words and/or related facts which lead to the inference.

Have children read a paragraph or a poem involving feelings, followed by an inferred statement; e.g.:

> Fred was upset about being left out of the game.

Ask children to find in the paragraph words that describe Fred's feelings. Ask, "What clue words in the paragraph imply that Fred was upset?"

Given a story and a stated inference, the learner will identify clue words and/or related facts which lead to the inference.

Show filmstrips or use an overhead projector to show stories from readers or workbooks. Underline clue words as they are identified by the children. Follow with small group discussion of the words indicated.

Provide children with stories in plastic envelopes. Ask them to underline clue words or supporting statements and correct their work by checking answers on the reverse side of the story.

INFERENCE

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

Task Analysis	Suggested En Route Objectives and Possible Activities
3. Can the learner use related facts to select an appropriate inference?	Given a picture and a choice of inferred statements, the learner will select the best inference and support his choice. Show a picture with emotional implications, such as one in which children are playing a game but one child is left out. Ask a child how he thinks the left-out child feels, and why. If necessary, suggest the choices: "He feels sad," "He feels happy," "He feels angry." Next, ask, "Why would being left out of the game make him feel (sad)?" Provide children with job cards of editorial cartoons and suggested titles or captions. Ask them to select the best title for each cartoon and to support their choices. Given a series of related pictures and a choice of inferred statements, the learner will select the correct inference and support it. Show a series of pictures, such as one of firemen working on different parts of their fire-fighting equipment. Ask which of the following statements tells best why the men are working so hard; e.g.: Firemen like to work but not to play. Firemen want their equipment to be in good condition. Firemen like to eat a lot. Then ask children to support their choice by responding to a question, such as "What in the picture makes you say that?" or "What else do you know about firemen that makes you select __________?"

INFERENCE

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a sentence and a choice of words or phrases, the learner will select the best inference and support it.

Have children select from given sensory words the one best indicating the inference of a phrase or sentence, and support each selection; e.g.:

Soup bubbling on the stove (smell, taste)
Crunchiest apples (taste, hearing)

Have children select from a group of words the one that best completes a paragraph, and then write the word or its number in the blank or hold up fingers or a number card; e.g.:

A. Father was worried about a coming storm. He turned on the car _____ to get the latest news. (1) motor, (2) radio, (3) tapedeck (There is one correct answer.)

B. The man in the control tower called the airplane on his two-way radio. The _____ took the message down. (1) pilot, (2) radio, (3) mechanic, (4) tape recorder, (5) passenger (Answers may vary, but child's reasoning must be given.)

Given a paragraph and choice of inferred statements, the learner will identify the correct inference and support it.

Have children perform appropriate activities included in Drawing Conclusions, Books A-F.

Have children match paragraphs cut from discarded books with given inference statements.

State an unjustifiable inference for a paragraph and have a child identify words in the paragraph that indicate the inference is correct.

INFERENCE

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a short story, riddle, or fable and choices of inferred statements, the learner will select the correct inference and support his choice.

Read aloud or have children read a short story and select a logical ending from a list of phrases or sentences.

Have children read an unfinished fable, select the moral from a list of choices, and support their selection.

Have children read a play. Divide them into two groups. Have one group act out a number of possible endings. Have the other group select and support the most logical one.

4. Can the learner make an inference and support it?

Given a picture, the learner will state the best inference and support it.

Show children a picture, such as one depicting policemen on duty. Ask a child to state the best inference and support his statement. If necessary, guide his thinking by asking questions, such as "Why are the policemen using their two-way radio?"

Show children a series of pictures and ask them to draw what they think happened before and/or after the events shown.

Have children write titles or captions for editorial cartoons.

Given a sentence or phrase, the learner will state an inference and support it.

Have children read a sentence and answer an inference question; e.g.:

As Tom walked in the sand, the waves lapped at his feet.

Where do you think Tom was?
Possible responses: beach, lake, river
(Child must support his answer logically.)

INFERENCE

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Indicate a story title and ask a child the kind of an environment in which the story might logically occur; e.g.: Mr. Popper's Penguins Possible responses: iceberg, polar cap, glacier, zoo, North Pole Have children play a game in which the teacher reads or writes a statement, a child states or writes a word that is inferred from the statement, and supports his selection; e.g.: I am thinking of a word that best describes how you feel when you have been running for a long time. Possible responses: tired, exhausted, fatigued Have children repeat the previous activity, using job cards instead of playing a game. Provide sentences with a word left out and have a child insert a word and explain his choice; e.g.: Grandmother filled some heavy cloth bags with soft feathers to make _______. Given a paragraph, the learner will make an inference and support it. Have children read paragraphs at their reading levels and answer inference questions.

INFERENCE

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children read a paragraph or see a filmstrip or motion picture about a famous person, list implied character traits, make an inference about his character, and support it; e.g.:

Teacher asks: "What kind of person is he/she?"
Possible responses: "He's mean," "He's thrifty," "He's crafty."

Teacher asks: What do you mean by (crafty)?"
Child gives meaning.

Teacher asks: "What things did he do that made you say he's (crafty)?"
Child supports his choice.

Have children read advertisements cut from magazines or newspapers and record inferences made from them.

Have children write advertisements with implied meanings; e.g., advertisements for cereal boxes.

Tape record or ask children to record television advertisements that have implied meanings. Have the class listen to them and discuss the implications.

Given a short story, riddle, fable, or an article, the learner will make an inference and support it.

Have children read short stories, riddles, or fables at their reading levels and answer questions about inferences.

Read aloud or have children read a short story and ask them to

State, write, or act out a logical beginning or ending.
Ask and/or answer questions about how a certain character must have felt when a specific incident happened.

INFERENCE

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Ask and/or answer questions about the cause and effect of a specific incident. Answer, "What do you think would have happened if a specific incident had not occurred?"
	Have children read fables, state possible morals which are not explicitly stated in the selection, and support them.
	Have children read a proverb or maxim and relate it to their own activities.
	Have children write their own proverbs and maxims and relate them to what they have read.
	Have children solve riddles and support their solutions. Also have them create riddles for each other to solve.
	Have children listen to or read a short story, write and/or answer inference questions, exchange and critique each other's papers.
	Read a story describing an event. Ask the child to indicate which of its sentences implies results of that event.
	Have each child write a story in which either time, events, places, or characters are implied. Then ask him to write related inference questions, such as "When did the story take place?" "What kind of person was John?" Guide other children in answering the questions by asking them to identify key words or phrases in the story, such as one day, the next day, finally the year passed, dawn came.

INFERENCE

TERMINAL OBJECTIVE

Given a story, the learner will make inferences and support them with relevant evidence.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children read a story and ask them to infer the difference between a character's interpretation of events and what actually happened; e.g.:

"The Boy Who Cried Wolf" (primary)
"Chicken Little" (primary)
"Dear Queer Mrs. Goose" (intermediate)

Elicit from the children a list of books or stories that would fit the pattern of the stories in the activity above.

Have children listen to a newscast or read headlines in newspapers about world affairs. Write on the chalkboard a related statement, such as "The Cold War," and ask the children to infer relationships among people and societies.

Given a graph or table, the learner will make an inference and support it.

Have children read many kinds of graphs and/or tables, make inferences, and support them.

Have children gather and record information on graphs and/or tables, and interpret the information by making and supporting inferences.

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CAUSE AND EFFECT

DEFINITION OF SKILL

Cause and effect involves inferring and/or identifying causes of certain data, effects of certain data, and the relationship between the two.

TERMINAL OBJECTIVE

The learner will select possible main causes and effects and support his choices.

PRESKILLS

Recall
Can the learner recall stated facts and implied facts?

Locating Detail
Can the learner locate specific details?

Classification
Can the learner classify and label information in several categories?

Inference
Can the learner infer from stated facts?

INTERRELATED SKILLS

Predicting Outcomes
Inference
Main Idea

TASK ANALYSIS

Can the learner

1. Identify and infer causes for a given effect and support his choices?

2. Identify and infer effects from a given cause and support his choices?

3. Identify multiple causes and effects and state the relationship?

4. Select the most important causes and effects and support his choices?

CAUSE AND EFFECT

INTRODUCTION OF SKILL

When asking children for possible causes or effects, be sure to start with experiences from their background. Have children support the causes and/or effects they give; e.g.:

Teacher asks, "What are some possible *causes* for a baby crying?"
Child answers, "A pin is sticking him."
Teacher asks, "How do you see a pin sticking him as a *cause* for him to cry?"
Child answers, "Because the pin probably is hurting him, and babies cry when they are hurt."

Remember that children's ability to supply multiple causes or effects is dependent upon their knowledge and understanding of what is being discussed. Remember also that in statements of cause and effect the cause is not always given first.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
People in Action, A-E (Ginn)

Special Supplementary Reading Material--District

Read Better--Learn More, Books A, B, C (Ginn)
Workbooks to accompany *Time to Wonder*, *Freedom Ground*, *Riders on the Earth*, *Never Give Up*, *People Need People* (Holt)
Workbooks to accompany *Reading Systems Series* (Scott, Foresman)

Related Instructional Material--District

Reading Skills Box (LBUSD)

CAUSE AND EFFECT

TERMINAL OBJECTIVE

The learner will select possible main causes and effects and support his choices.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner identify and infer causes for a given effect and support his choices?	Given a specific effect related to a concrete experience, the learner will state possible causes and support his statements. State as an effect something that happens in the classroom, and ask children to give possible causes; e.g.: Effect: There are many children at the pencil sharpener. Possible causes children may give: We can't write our spelling test. We have to write a story. When I see a friend there, I want to go too. I want to get out of my seat. I broke my pencil. Given a specific effect related to a picture, the learner will state possible causes and support his statements. Show children People in Action pictures or other study prints depicting cause and effect situations, and state a related effect. Ask children to state possible causes; e.g.: Effect: One of these pictures shows a new child coming into a classroom. The child is frightened. Possible causes children may give: All those new people make him scared. He thinks, "Maybe the children won't like me."

CAUSE AND EFFECT

TERMINAL OBJECTIVE

The learner will select possible main causes and effects and support his choices.

Task Analysis	Suggested En Route Objectives and Possible Activities

After hearing a story and recalling the pertinent events, the learner when given an effect will state the causes for the effect, and support his statements.

Read aloud part of Winnie the Pooh. Record important events on the chalkboard as children recall them. State an effect and ask children for causes; e.g.:

Effect:
Pooh became stuck in Rabbit's door.

Possible causes children may give:
Pooh ate too much.
Pooh liked honey.
Rabbit couldn't push hard enough.

Given specific effects from a story, the learner will identify statements in the story that were causes, and will support his choices.

Have children read a story in a basal reader. State an effect and ask children to identify statements in the story that are causes; e.g.:

Effect:
Indians were asked to leave their land.

Possible statements that are causes:
Settlers wanted more land.
The Indian land had water.
The settlers felt the Indians were not taking proper care of the land.

Guide children in supporting their choices by asking questions, such as "Why do you think the fact that the Indian land had water was a cause for asking the Indians to leave?"

Note: For appropriate material see "Cause and Effect" in indexes of basal readers.

CAUSE AND EFFECT

TERMINAL OBJECTIVE

The learner will select possible main causes and effects and support his choices.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner identify and infer effects from a given cause and support his choices?	Given a specific cause from a concrete experience, the learner will state possible effects and support his statements. State as a cause something that happens in the classroom and ask children to state possible effects; e.g.: Cause: There are too many children at the pencil sharpener. Possible effects children may give: Teacher will get mad. Everybody will have to sit down. Children won't be able to do their assignments because the pencils are broken. Note: The effect given here was given as a cause in the first task on page C-77. Given a specific cause from a picture, the learner will state possible effects and support his statements. Show children People in Action pictures or other study prints depicting cause and effect situations, and state a related cause. Ask children to state possible effects; e.g.: Cause: Children playing too close to the building have thrown a hard, fast ball. Possible effects: Window is broken. Boys are in trouble. Window will have to be replaced. Man had to leave what he was doing to see about window.

CAUSE AND EFFECT

TERMINAL OBJECTIVE

The learner will select possible main causes and effects and support his choices.

Task Analysis	Suggested En Route Objectives and Possible Activities

After listening to a story and being given a cause, the learner will state the effects and support his statements.

Read aloud part of Winnie the Pooh. Record important events on the chalkboard as children recall them. State a cause and ask children for possible effects.

Cause:
Pooh ate too much honey.

Possible effects:
Pooh got stuck.
Rabbit was mad.
Other animals tried to help Pooh.
Pooh had to wait to get out.

Given a specific effect from a story he has read, the learner will identify statements in the story that were the cause, and support his choice.

Have children read a story in a basal reader. State a cause and ask children to identify statements in the stories that are effects.

Cause:
Settlers wanted more land.

Possible effects:
Indians were asked to leave.
Indians decided to fight.
Many Indians died.

CAUSE AND EFFECT

TERMINAL OBJECTIVE

The learner will select possible main causes and effects and support his choices.

Task Analysis	Suggested En Route Objectives and Possible Activities
3. Can the learner identify multiple causes and effects and state the relationship?	Given sentences that contain causes and effects, the learner will identify each.

Given sentences that contain causes and effects, the learner will identify each.

Provide a list of sentences each of which includes a cause and effect and have children classify those elements; e.g.:

I fell off my bike and hurt my knee.
Last night I slept well because I didn't watch a horror movie.
She overslept and was late for school.

Causes	Effects
fell off bike	hurt knee
didn't watch movie	slept well
overslept	was late for school

Given sentences which may or may not contain cause-effect relations, the learner will select the sentences that contain cause and effect relations and explain their relationship.

Provide children with a list of statements, some of which contain cause-effect relations and some which do not. Ask children to identify those that do.

I want to go home.
It is time to go home so I can't play.
The playground is closed at noon and after school.
I can't use the rings because the playground is closed.

Note: This objective is important in determining whether the child understands the elements of cause and effect. In previous objectives causes or effects have been given.

CAUSE AND EFFECT

TERMINAL OBJECTIVE

The learner will select possible main causes and effects and support his choices.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Given a paragraph containing a cause and effect relationship, the learner will identify the related causes and effects and state why they are related. Note: Basal readers and skill books include appropriate materials. Cause and effect relationships also should be discussed when they are encountered in material for content areas, such as social studies.
	Given a story containing a cause and effect relationship, the learner will identify the related causes and effects and state the relationship. Note: In preceding activities for this skill, cause-effect examples have been given; e.g., Indians and settlers. This objective requires that children continue to use skills they have learned. Discussion of cause and effect relationships in a story read previously probably should precede work with a new story.
4. Can the learner select the most important causes and effects, and support his choices?	After identifying causes and effects in a story and stating their relationship, the learner will select the most important causes and effects, and support his choices. Record on the chalkboard all causes and effects children identify in a story and ask them to select the most important. Note: In supporting his choice, the pupil essentially is evaluating it.

ANALOGIES

DEFINITION OF SKILL

Analogy involves identifying likenesses or differences between two items and applying the knowledge to another pair of items.

TERMINAL OBJECTIVE

The learner will make an analogy and state the relationship involved.

PRESKILLS

Classification
  Can the learner identify similarities and differences?

Inference
  Can the learner make an inference and support it?

INTERRELATED SKILLS

Recall
Cause and Effect
Inference

TASK ANALYSIS

Can the learner

1. Recognize an analogy statement?

2. Complete an incomplete analogy statement?

3. Make an analogy and state its relationship?

ANALOGIES

INTRODUCTION OF SKILL

Work first with concrete materials, move to representational, and then to symbolic; e.g., object to picture to word. For specific materials and other suggestions see topics, such as "Comparisons," "Relationships," "Analogous Relationships," in indexes of basal readers.

Present a group of apparently unrelated items. Guide children in recognizing similarities among them and the reasons they think the items are similar.

Select two objects from a group of concrete objects and ask children to tell ways in which they are similar. Return the items to the group and repeat the activity, using two other objects.

Ask children to study a group of concrete items and state reasons for grouping two or more of them together.

Have children observe or recall similarities among a group of abstract materials, such as words or phrases; e.g.:

Wilbur Wright   Henry Ford

Possible answers: Both are men; both are inventors.

Present a group of apparently dissimilar abstract items and ask children to infer a relationship among two or more of them.

Ask children questions about the relationships among apparently unlike items; e.g.:

Milk	Baby	In what way is milk involved with a baby?
Television	Teacher	Tell us why you think television and teacher are related?

Have children group events or characters in a story they have read. Always ask them to state their reasons for making a group. Their reasons may differ from the teacher's preconceived idea of a relationship; e.g.:

The good guys   The bad guys

Have children compare inferred emotions of characters in a variety of stories they have read. Ask them to tell what relationships they see among them; e.g.:

The angry Captain John Smith and Captain Hook

ANALOGIES

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers (See index entries, such as "Comparisons," "Relationships," "Analogous Relationships.")
Spelling textbooks

Special Supplementary Reading Material--District

Grow in Word Power (Reader's Digest)
Reading Thinking Skills, Grades 4, 5, 6 (Continental)
Skillbooks for New Open Highways, Exploring Afar, Discovering Treasure, Seeking Adventure (Scott, Foresman)
Workbook for Spanning the Seven Seas (Harper & Row)
Workbook for Time to Wonder, Level 13 (Holt)

Related Instructional Material--District

Reading Skills Box (LBUSD)

ANALOGIES

TERMINAL OBJECTIVE

The learner will make an analogy and state the relationship involved.

Task Analysis | **Suggested En Route Objectives and Possible Activities**

1. Can the learner recognize an analogy statement?

Given an analogy, the learner will identify the pattern that applies.

Develop the underlying concepts of the following patterns:

Object to color. Yellow is to lemon as green is to grass.

Object to action. Fish is to swim as bird is to fly.

Object to location. Stove is to kitchen as shower is to bathroom.

Object to function. Bat is to hitting as shovel is to digging.

Part to whole. Engine is to car as pedal is to bicycle.

Synonyms. Skinny is to slim as plump is to fat.

Homonyms. Bore is to boar as red is to read.

Antonyms. No is to yes as high is to low.

Comparatives. Big is to bigger as tall is to taller.

Animal to product. Cow is to milk as chicken is to egg.

Note: The patterns can be put on a chart for ready reference.

Have children play the following games:

1. Tagboard fish on each of which is written an analogy pattern are placed in a pond (box). A player pulls a fish from the pond and says an analogy which fits the pattern. If he does this correctly, he may keep the fish. If not, he must return the fish to the pond. The player who collects the most fish wins the game.

ANALOGIES

TERMINAL OBJECTIVE

The learner will make an analogy and state the relationship involved.

Task Analysis	Suggested En Route Objectives and Possible Activities

2. Tagboard strips on which are written different analogies are pinned on half the players. Similar strips on which are written different analogy patterns are pinned on the other players. Each player tries to find his partner--analogy finds pattern or visa versa.

Given a list of sentences, some of which contain analogies and some that do not, the learner will select those which are analogies.

Have children select from a number of sentences those that are analogies; e.g.:

Stars and other heavenly bodies are observed by astronomers. (Not an analogy)

Astronomers are concerned with atmosphere as geologists are concerned with earth's formation. (An analogy)

Man's brain sometimes works like a computer. (Not an analogy)

Man's brain can be programmed with facts as a computer can be programmed with facts. (An analogy)

Given a paragraph containing an analogy, the learner will select the analogous statement.

Read aloud or have children read a paragraph which includes an analogy. Ask children to identify the analogy in some manner; e.g.:

The truffle is a kind of edible fungus that grows underground. It belongs in the mushroom family. A truffle may be as small as a pea or as big as an orange. Usually a full grown truffle is a very dark color, streaked with a lighter color.

Note: The statement may not be in an analogous form.

ANALOGIES

TERMINAL OBJECTIVE

The learner will make an analogy and state the relationship involved.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner complete an incomplete analogy statement?	Given incomplete analogies, the learner will supply the missing part and state the analogous relationship. Guide children in completing analogies involving various patterns, such as those listed under Task 1. After completing a number of various types, help children to identify each section of the analogy; e.g.: Foundation is to building as root is to plant. part whole part whole Chair is to sitting as bed is to lying. object function object function Note: Vary the parts of the analogies children are asked to complete. Remember that this is a step toward having children make analogies independently.
3. Can the learner make an analogy and state its relationship?	Given two appropriate statements, the learner will compare them and write an analogy. Ask pupils to compare two statements, form an analogy from them, and support the analogy; e.g.: A farmer plows a field. An astronaut records data about the moon. A farmer is to a field as an astronaut is to the moon. Given a list of words, the learner will make an analogy and state its relationship. Give children words describing characters in stories they have read and ask them to use them in an analogy; e.g.: Jimmy's happiness is to Mike's moodiness as a sunny day is to a rainy day.

FIGURATIVE LANGUAGE

DEFINITION OF SKILL

Figurative language involves recognition of descriptive words, phrases, and expressions used in unusual ways to make an idea strong, dramatic, or vivid.

TERMINAL OBJECTIVE

The learner will read and interpret figurative language.

PRESKILLS

Vocabulary Extension
   Does the learner know multiple meanings of words?

INTERRELATED SKILLS

Inference
Context Clues
Classification
Paraphrasing

TASK ANALYSIS

Can the learner identify and interpret figurative language?

INTRODUCTION OF SKILL

Be aware that figurative language includes elements, such as the following: metaphors, idiomatic expressions, colloquial expressions, similes, alliterations, puns, allegories, imageries, onomatopoeia, and personification. Suggested explanation to the children: "Life has form, color, sound, taste, odor, and feeling. Because life has such variation, most writers use lights, darks, and contrasts to help you understand their ideas. Using words in descriptive and unusual ways helps to form a sharp picture in your mind."

When children have learned to recognize, understand, and appreciate figurative language, encourage them to use it in their creative writing. Keep in mind, however, that most children must be exposed to many examples of figurative language in speech and in writing before they are able to write it themselves. Examples of various types of figurative language follow.

INTRODUCTION OF SKILL (Continued)

Similes

as stubborn as
as cross as
as dirty as
like an old-timer
like glass breaking
like flies on flypaper
like a thunderclap
as blind as a bat
as quick as a mouse
as slow as a snail
as fat as a pig
as cool as a cucumber

Puns

Mary's sense of humor is not worth two cents.
"How do you know that is a dogwood tree?" "I can tell by its bark."

Homographs Often Used in Puns

maize--maze
morning--mourning
hare--hair
gait--gate
bawl--ball
stair--stare
fowl--foul
idol--idle
fare--fair

Metaphors

My sister is a bookworm.
Clouds galloped across the sky.
The wind prowls the dark city streets.
Paper flapped and fluttered.
Wind howled and whimpered.
Train snaked and coiled.
Trucks snarled and roared.
The wind played with an island.

Onomatopoeia

smack
crack
pop
swirl
hiss
whizz
splash
hush! hush!
swished
swoop
clap
crash
squeak

Idiomatic Expressions

lost his head
blew his top
eat a horse
on pins and needles
raised the roof
butterflies in my stomach
raining cats and dogs
tiger by the tail
wooden nickel

Allegories

Use fables or similar stories:
"You can lead a horse to water, but you can't make him drink."
"Sticks and stones may break your bones, but words will never harm you."
"Don't let flattery make a fool of you!"
"A word to the wise is sufficient."
"Haste makes waste."
"Good advise is wasted on fools."
"Good health is more important than great wealth."
"We often despise what is most useful to us."

Colloquialisms

with the hurt I put on him
didn't mean no harm
younguns
my stars
What do you want, Sonny?
shucks
howdy
kin
you guys
oh brother!
pooped
tuckered out
worn to a frazzle
cheapskate
golly
sich as that

FIGURATIVE LANGUAGE

INTRODUCTION OF SKILL (Continued)

Imagery

- pointed
- exciting
- great
- friendly
- awful
- bubbling food
- gay colors
- flashing polka dots
- shower of petals
- soft fragrance
- crisp smell
- horse-drawn sleigh
- butter taste

Alliteration

- shilly-shally
- sniffing and snuffing
- fidgeting and fretting
- greedy grizzler
- wriggle and wrench
- sweet and savory
- steep, stone steps
- mighty man
- handsome Harry
- simple Simon
- too tall to
- huge hamburger
- a dog who disliked

Personification

- stubborn
- dresser
- hunger is a bad companion
- leaves did a dance
- train huffed and puffed
- wind screamed
- mountain scowled
- fog was a wet blanket
- wind spoke softly
- sewing book is a treasure

Note: Additional examples of various types of figurative language appear on pages C-94--C-96.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English textbooks

Special Supplementary Reading Material--District

Ginn Word Enrichment Program, Level 7 (Ginn)
Skill books to accompany basal series (Holt)
Skills Handbook, All Sorts of Things (Ginn)
Skills Handbook, Sun That Warms (Ginn)
Target Reading, Purple, Blue, Green, Gold Books (Laidlaw)
Workbooks for Panorama, Fiesta, Kaleidoscope, Images, Galaxies (Laidlaw)

Related Instructional Material--District

Reading Skills Box (LBUSD)

FIGURATIVE LANGUAGE

TERMINAL OBJECTIVE

The learner will read and interpret figurative language.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner identify and interpret figurative language?	See below

Task Analysis

1. Can the learner identify and interpret figurative language?

Suggested En Route Objectives and Possible Activities

Given a statement in simple form and the same statement in figurative language, the learner will identify the figurative language.

Provide pairs of sentences in which one sentence of each pair is a simple expository statement and the other is the same statement in figurative language. Ask children to identify by numbers the sentences which are stated figuratively.

1. He was quiet as a mouse.
2. The boy was quiet.

1. He has the memory of an elephant.
2. He doesn't forget anything.

1. Nothing hurts his feelings.
2. He has the hide of a rhinoceros.

Given a figurative statement and two or three simple restatements, the learner will select the simple statement that best interprets the figurative statement.

Provide figurative statements, each with two alternative simple restatements, and ask children to identify the best restatement; e.g.:

Our red wagon rolled down the hill like a rocket.
___ Our wagon was red.
___ Our wagon went down the hill fast.

The wind whooshed like a super air conditioner in our area.
___ The wind blew.
___ There was a very strong gust of wind.

FIGURATIVE LANGUAGE

TERMINAL OBJECTIVE

The learner will read and interpret figurative language.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given statements containing figurative language, the learner will write the literal interpretations.

Show on an overhead projector statements using figurative language and ask children to give their literal interpretation of each; e.g.:

1. I felt as if invisible hands were holding me.
2. There were waterfalls that roared and whirlpools that spun a boat about like a dry leaf.
3. The sudden stopping of the boat wrenched Mark's back like a blow from a giant hammer.
4. This water current is like a bolt of lightning.
5. The frail canoe sped in a zigzag flight like a swallow.

Given a list of similes, the learner will write a sentence, paragraph, or story, using some of the given expressions.

Begin a chart with the following expressions, encouraging children to add others. Have them write sentences, paragraphs, or stories, using appropriately some of the expressions.

as ugly and nasty as
skips around like an elf
ran like the wind
as swift as
as gentle as
as dirty as
as wise as

Have children locate similes or other types of figurative language in basal readers.

Note: Repeat this objective, adapting it to other types of figurative language.

FIGURATIVE LANGUAGE

TERMINAL OBJECTIVE

The learner will read and interpret figurative language.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given literal statements, the learner will convert them into figurative expressions.

Give children or ask them to suggest simple statements, such as those that follow. Then have them revise the statements, using figurative language.

The water was dark.
My body absorbed the moisture.
The sun was hot.
The water was clear.
The camel has humps.

Note: Examples of various categories of figurative language are given below for teacher reference. Pupils are not expected to classify figurative language under these labels, only to recognize these kinds of expressions as figurative language.

Simile: A figure of speech in which one thing is likened to a dissimilar thing by use of like or as.

She took off like a jet airplane.
She ran fast.

Don's eyes were as big as saucers.
Don's eyes were big.

Imagery: A vivid or descriptive phrase or paragraph that creates a mental picture; e.g.:

The surging wave rose skyward and crashed to the sand.
The wave hit the beach.

John has a multicolored book with a gold binding.
John has a book.

FIGURATIVE LANGUAGE

TERMINAL OBJECTIVE

The learner will read and interpret figurative language.

Task Analysis	Suggested En Route Objectives and Possible Activities

Personification: A figure of speech in which something that is not human is represented as human; e.g.:

The evening light danced across the room.
The evening light shone across the room.

The sun leaped over the wall of dawn and fled across the sky.
The sun was in the sky.

Alliteration: Repetition of an initial sound in two or more words of a sentence; e.g.:

Sally sells seashells at the seashore.
Sally was at the beach selling shells.

Onomatopoeia: Words and phrases that imitate sounds or that have sounds in the words that are soft and musical or harsh, or in some way remind us of the sound they describe; e.g.:

The train goes clickety-clack.
The train goes down the track.

The bird swooped down and landed on the post.
The bird flew.

Metaphor: A figure of speech that suggests similarities between two unlike things; e.g.:

The road was a ribbon of moonlight.
The road was lit by the moon.

Snow is a polar bear that chills the night.
Snow is cold.

FIGURATIVE LANGUAGE

TERMINAL OBJECTIVE

The learner will read and interpret figurative language.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Idiomatic Expression: An expression or phrase used to mean something different from the literal meaning of the words; e.g.: Meat and potatoes really stick to the ribs. Meat and potatoes are filling. **Colloquialism**: An informal or local expression; e.g.: Susan was scared to death. Susan was very frightened. **Pun**: A play on words which sound much alike but have different meanings; e.g.: Where do sheep get haircuts? At the baa baa shop. "We must all hang together, or we shall all hang separately." (Benjamin Franklin) **Allegory**: A statement or story in which happenings have a different meaning than they at first seem to have; e.g.: Do not count your chickens before they are hatched. Do not plan on something that is not yet available.

PARAPHRASING

DEFINITION OF SKILL

Paraphrasing involves restating ideas, usually to explain them more clearly.

TERMINAL OBJECTIVE

Given a statement, the learner will paraphrase it.

PRESKILLS

Vocabulary Extension
- Does the learner have a knowledge of synonyms?
- Does he have knowledge of multiple meanings?

INTERRELATED SKILLS

Summarizing
Main Idea
Vocabulary Extension
Figurative Language
Analogies
Parts of a Book

TASK ANALYSIS

Can the learner

1. Identify synonymous statements?
2. Paraphrase statements without altering meaning?

PARAPHRASING

INTRODUCTION OF SKILL

Keep in mind that paraphrasing is not a skill to be developed only by intermediate grade pupils or by better readers. At an early age, children should be exposed to the concept that the same idea can be stated in a variety of ways. One way to do this is to pose questions about textbook material in language different from that used in the book.

Help children to build vocabulary through knowledge of synonyms and multiple meanings. Provide many opportunities for pupils to practice using alternate words in both oral and written work.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English textbooks

Special Supplementary Reading Material--District

Read Better--Learn More, Book A (Ginn)
Target Reading, Orange and Purple Books (Laidlaw)

Related Instructional Material--District

Reading Skills Box (LBUSD)

PARAPHRASING

TERMINAL OBJECTIVE

Given a statement, the learner will paraphrase it.

Task Analysis — **Suggested En Route Objectives and Possible Activities**

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1. Can the learner identify synonymous statements?

Given a list of statements and a random list of synonymous statements, the learner will match each statement in the first list with a synonymous statement in the second list.

Ask children to match each sentence in Group A with a sentence in Group B that expresses the same idea; e.g.:

Group A	Group B
Not all parts of the forest are protected from cutting.	The road went straight up the side of the mountain.
The mountain road was steep.	The mountain road was rough and dangerous.
The mountain is heavily forested.	Parts of the forest are felled for lumber.
The rocky road made traveling unsafe.	There are many trees on the mountain.

Note: The statements may be phrases, sentences, or paragraphs. To minimize simple word matching, relate all sentences to the same subject matter.

Given three statements, the learner will select two which are synonymous.

Give the pupil a worksheet under acetate. Have him circle the letters of the synonymous statements in each group of three. Provide different worksheets so pupils may exchange them for additional practice.

Synonymous Statements

1. a. The Indians wore their money like necklaces.
   b. Wampum was worn around the necks of the Indians.
   c. The Indians used shells for money.
2. a. He had to stand in line to get his tickets.
   b. The line seemed endless.
   c. It was a very long line.

PARAPHRASING

TERMINAL OBJECTIVE

Given a statement, the learner will paraphrase it.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner paraphrase statements without altering meaning?	Given a statement, part of which is underlined, the learner will write the statement, paraphrasing the underlined part. Provide sentences on tagboard with tear-off answer sheets; e.g.: Rewriting Statements 1. The people gathered for feasting. 2. Her face was like a prune. 3. My sister, Jane, is a bookworm. 4. You younguns get out of there. 5. Don't let flattery make a fool of you. 1. ____________ 2. ____________ 3. ____________ 4. ____________ 5. ____________ Repeat the activity with entire phrases underlined. Given a statement, the learner will paraphrase it. Have pupils answer questions about characters or events in a story by paraphrasing what was said; e.g.: Tell me in your own words what Mother said to Tom when he came home. Give the child phrases or sentences and ask him to restate them in his own words (answers will be different); e.g.: 1. eager to know ____________________ 2. came from far and near ____________________ 3. really unusual ____________________ 4. some years later ____________________

PREDICTING OUTCOMES

DEFINITION OF SKILL

Predicting outcomes involves making a deduction, based on facts and/or experiences, about what could be a believable or possible result.

TERMINAL OBJECTIVE

Given a title, paragraph, or story to listen to or read, the learner will predict logical outcomes and further events, and support his predictions with facts or inferences from the material.

PRESKILLS

Recall
   Can the learner remember story details?

Locating Details
   Can the learner locate specific details in a given story?

Cause and Effect
   Can the learner differentiate between cause and effect?

Fact, Opinion, Bias, Propaganda, and Assumption
   Can the learner determine whether a statement is a fact or an opinion?

Sequence
   Can the learner place facts read in sequential order?

INTERRELATED SKILLS

Drawing Conclusions
Inference
Cause and Effect
Story Elements
Fact, Opinion, Bias, Propaganda, and Assumption
Main Idea

TASK ANALYSIS

Can the learner

1. Use familiar experiences to predict a logical outcome, and support his prediction?
2. Supply supporting facts for given predictions?
3. Hear or read a title, paragraph, or story; predict logical outcomes and further events; and support the predictions with facts or inferences from the material?

PREDICTING OUTCOMES

INTRODUCTION OF SKILL

Develop the concept that predicting an outcome involves deciding what is going to happen. A prediction should be consistent with the facts presented and with the experience level of the predictor.

Have the child state reasons for his predictions. This helps the teacher to understand the personal experiences and the facts on which the pupil is basing his predictions. Keep in mind that in predicting outcomes the child is not simply recalling experiences but is applying them to another situation. Two criteria for a valid prediction are 1) that it follows logically the given facts or inferences, and 2) that it is consistent with the mood and tone of the material.

Help the child to realize that the habit of thinking and predicting can make reading more interesting and more fun.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
People in Action, A-E (Ginn)

Special Supplementary Reading Material--District

Human Values Series (Steck-Vaughn)
Ideas, Images, and I (Triple "I" Series (American Book)
Read Better--Learn More, A (Ginn)
Skill books for Kings and Things and Launchings and Landings (American Book)
Skill books for Seven Is Magic and Dog Next Door (Ginn)

PREDICTING OUTCOMES

TERMINAL OBJECTIVE

Given a title, paragraph, or story to listen to or read, the learner will predict logical outcomes, and further events, and support his predictions with facts or inferences from the material.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner use familiar experiences to predict a logical outcome, and support his prediction?	Given familiar experiences, the learner will predict logical outcomes, and support his predictions. Orally or with pictures describe events for pupils and ask them to predict what they think is going to happen; e.g.: Describe the classroom procedure for getting ready for lunch. Have children tell you what they think is going to happen. Show a set of pictures, such as the People in Action series, and ask for predictions based on the familiar situations presented. Use questions, such as "What do you think will happen?" "Why do you think __________ will happen?" Use science experiments as bases for predicting. Be sure to ask children to support their predictions; e.g.: "If you plant a seed and water it, what do you think will happen?" Note: Some predictions children make, as well as being based on their experiences, may reflect personal prejudices, which may influence accuracy of the prediction; e.g.: One night after work a doctor was telling this story to his wife: "One night a man and his son were driving on the freeway. They were struck head-on by another car coming across the freeway divider. The man was killed instantly; the son was rushed to our hospital. He needed surgery right away. The skilled surgeon who answered the emergency call rushed in and seeing the boy, shouted, 'My son, my son!'" "Wait a minute," said the doctor's wife, "I thought you said the boy's father was dead." Predict what the doctor said next. (The prejudice of thinking the surgeon was a man enters into this prediction.)

PREDICTING OUTCOMES

TERMINAL OBJECTIVE

Given a title, paragraph, or story to listen to or read, the learner will predict logical outcomes and further events, and support his predictions with facts or inferences from the material.

Task Analysis | **Suggested En Route Objectives and Possible Activities**

2. Can the learner supply supporting facts for given predictions?

Given a set of facts and a choice of predictions, the learner will select the most logical prediction based on the given facts.

Give children a list of facts and three predictions. Have each child choose the logical prediction and support it; e.g.:

> Father puts film in a camera. The family is sitting on the sofa. They sit still and very close together.
>
> a. Father is going to work.
> b. Father will take a picture.
> c. The family is going to eat dinner.

Have children match several sets of facts and several different predictions; e.g.:

Facts	Predictions
Settlers wanted to grow more food. The Indians were living on rich arable land.	Indians are going to fight.
Indians told to leave area. Indians were very resentful.	Settlers will move to new area. They will take Indian land.

Note: These are also cause and effect relationships.

Given a prediction, the learner will supply facts that support the predictions.

Have a child make a prediction from a story in a basal reader. Ask him to tell or write the facts in the story that support his prediction.

PREDICTING OUTCOMES

TERMINAL OBJECTIVE

Given a title, paragraph, or story to listen to or read, the learner will predict logical outcomes and further events, and support his predictions with facts or inferences from the material.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Read aloud a title, paragraph, chapter, or an entire story. Give several logical predictions and ask for support for each one. Give children a prediction and ask them to support it. Then give them new information and ask them to change the prediction in light of it.
3. Can the learner hear or read a title, paragraph, or story; predict logical outcomes and further events; and support the predictions with facts or inferences from the material?	Given a story title before reading the story, the learner will make predictions about the story, based on information in the title. Have children locate and read a story title in a table of contents. Ask them to make predictions about what they are going to read. Use this as motivation for them to read to confirm, amend, or refute their predictions in light of additional information. After reading or hearing a selected portion of a story, the learner will predict possible outcomes based on information in the selection. Read part of a story to children and ask them to make predictions and to support them. Have the child read part of a story, make a prediction, and give facts from the story that support his prediction. Use a cartoon strip, leaving the final picture incomplete. Ask children to write, tell, or draw the outcome and support their statements. Have the child predict a possible outcome for a story which has no ending, and list facts from the story which support the projected outcomes.

PREDICTING OUTCOMES

TERMINAL OBJECTIVE

Given a title, paragraph, or story to listen to or read, the learner will predict logical outcomes and further events, and support his predictions with facts or inferences from the material.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Note: Instead of asking, "What will happen next?", lead into predictions with such phrases as "three weeks have passed" or "several days later." After hearing or reading an appropriate story, the learner will make predictions about further events or outcomes, based on information in the story. Read a story aloud or have children read it. Have them contribute possible additional events or outcomes to a master list. Be sure all the predicted events or outcomes are supported logically with facts or inferences from the material. After they have compiled the list, have children select the most probable or important outcome, and tell why they selected it. Choices may vary.

STORY ELEMENTS

DEFINITION OF SKILL

Story elements are mood, setting, plot, theme, and characters. Analyzing story elements involves understanding relationships among them.

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

PRESKILLS

Recall
   Can the learner recall details?

Locating Details
   Can the learner locate details?

Classification
   Can the learner classify?

Sequence
   Can the learner recall story sequence?

Inference
   Can the learner make inferences?

INTERRELATED SKILLS

Vocabulary Extension
Inference
Main Idea
Cause and Effect
Predicting Outcomes
Summarizing

TASK ANALYSIS

Can the learner

1. Define, identify, and analyze story elements--character, mood, setting, plot, and theme?
2. Compare relationships among story elements?

STORY ELEMENTS

INTRODUCTION OF SKILL

Be sure children can infer meaning effectively and have adequate vocabulary before attempting to introduce story elements.

Introduce and develop each story element individually. Proceed slowly and carefully. Too often children are asked questions pertaining to elements of a story before they are aware of and understand the elements themselves.

Provide many opportunities for children to listen to stories in which specific elements are readily identifiable. Also encourage them to apply their knowledge of story elements to their creative writing.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers (stories and plays)
Bill Martin, Jr. Literature Series (Holt)
State music textbook series (themes)
Tell-Again Story Cards, Levels I and II (McGraw)
The Robert's English Series (Harcourt)

Special Supplementary Reading Material--District

Plays for Reading, #1-41 (EPC)
Schools, Families, Neighborhoods Kit (Field)
Workbooks to accompany basal readers, grades 3-6 (American Book)
Your Own Discoveries, Stages 1, 3, 5, 6 (Houghton Mifflin)

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary
Motion pictures, Motion Picture Catalog, Elementary
Recordings) Catalog of Audio-Visual Materials,
Study prints) Elementary
Tapes

Miscellaneous

Library books
Magazines
Newspapers

STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner define, identify, and analyze story elements--characters, mood, setting, plot, and theme?	Given pictures, poems, or stories, the learner will define the term "character," and identify the characters.

Discuss with children the definition of the word, character; e.g.:

> Character means someone in a story. The main characters are the most important in the story. Other characters support the main characters in the development of the story. Sometimes the author portrays characters by endowing animals or inanimate objects with human characteristics.

Be sure the child is able to define the term character in his own words and not simply repeat a given definition.

Have children look at a picture, such as one of a policeman directing traffic. Ask, "Who are the characters in this picture?" After pupils name the characters, ask them to identify the main character(s).

Show a filmstrip of a familiar story. Guide children in discussing and identifying the major and minor characters.

Have the child listen to a story on a tape at a center and draw or list the main and minor characters.

Main Characters	Minor Characters

STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children complete worksheets which have a story followed by directions, such as "Circle the name of the main character. Draw a line under the names of the minor characters."

Given pictures, poems, or stories, the learner will identify traits of the various characters.

Discuss with children the meaning of the term, character traits; e.g.:

Character traits are a person's characteristics or qualities, especially characteristics. That is, character traits are what makes a person the kind of person he is. In a story, character traits tell how a character feels, acts, thinks, and looks.

Note: Four ways in which an author may reveal the traits of his characters:

1. Simple description
   John is a mean bully.
2. Viewpoints and comments of other characters
   Freddy said, "John beat me up twice last week. I think he's terrible."
3. The character's actions
   John is beating up little Freddy.
4. The character's conversation
   John says, "That Freddy makes me mad; I think I'll beat him up."

Show children pictures of people and guide them in interpreting character traits of the subjects; e.g.:

A picture might show a child pushing another child out of line. The children might decide that the child in the picture is a mean, cruel bully. Another picture might show a man putting his head in a lion's mouth. The children might decide that the man is brave or foolish.

STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis — **Suggested En Route Objectives and Possible Activities**

Help children to develop a vocabulary of words that describe people. Make a list on butcher paper. Have children find in basal and supplementary readers, dictionaries, a thesaurus, etc., words that describe how a person feels, acts, looks, or thinks. As an ongoing activity, record the list on butcher paper; e.g.:

Words That Describe Characters

happy
angry
unkind
worried
sad
jumping
sleepy
lazy
lousy
laughing
selfish
intelligent
curious
cowardly
bashful

Ditto a paragraph, poem, or story that states a character's traits. Have the children underline words that tell about the character.

Encourage children to describe themselves by asking, "What character traits of your own would you mention?" Have them write descriptions of themselves and arrange them in a bulletin board display entitled, "What Kind of a Character Am I?"

Have children write a character description of their favorite person.

Provide paragraphs which describe actions of different characters, and a list of traits. Ask children to select the traits which apply to each of the characters. If none of the choices applies to the character given, the children will name a quality; e.g.:

> It was summertime and Betty kept asking her mother what she could do or where she could go. She felt she probably had no choice, so she sat down and did nothing.
>
> smart   friendly   bored

STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children read a play, pick out comments made by minor characters about the major character, and use the comments to develop the main character's traits. Have children role-play given traits. Present a poem that emphasizes a character, such as "The Sea Wolf" by Violet McDougal in Sounds of Mystery by Bill Martin, Jr. The poem tells that the sea wolf survives by preying on the fishermen. Ask, "What kind of animal is the sea wolf?" Provide choices if desired. Discuss personal motives and drives which influence actions of characters in stories read. Have children identify in stories they read actions that denote particular traits of the characters; e.g., honesty, bravery. Have children complete worksheets for Skills 7, 8, and 9, Strand V. Comprehension--Inference, Reading Skills Box. Provide quotations from stories, poems, or plays. Give choices of character traits the quotation might suggest and ask children to indicate the best one; e.g.: The Duchess said, "Do not speak or you will be punished. Just get out of my sight." impatient beautiful joyful Have the children read only the comments made by the main character in a play. Then ask them to write the traits they infer about the character.

STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given pictures, music, poems, stories, or plays, the learner will define the term, "mood," and identify and analyze moods.

Discuss with children the meaning of mood; e.g.:

> Mood means the feelings or emotions created or aroused in a person by pictures, music, poetry, or a story. Identifying mood involves analyzing the factors involved in creating it.

Show pictures that convey definite moods, such as pictures of fires, storms, sunsets, a haunted house. Ask, "How does this picture make you feel?"

Have children match pictures with words that name their moods.

Have children read a sentence or paragraph and select from a group of pictures or words the one which best describes the mood. (See Sheets 1, 2, 5, Strand V. Comprehension--Inference, Reading Skills Box.)

Have children identify, define, and list words used by writers to set a mood; e.g.:

> dark, dank, dreary, peaceful, crowded, scary, foggy, quiet, serene, noisy

Have children listen to music reflecting various moods; e.g.: "It's a Small World," music from The Haunted House, Fire Bird Suite by Stravinsky, selections from Nutcracker Suite by Tschaikowsky.

STORY ELEMENTS

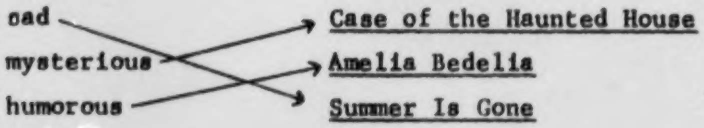
TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities

Read aloud poems reflecting various moods, such as "Night Wind" by Eugene Field, "Fog" by Carl Sandburg, "Who Has Seen the Wind?" by Rossetti, from Sounds of Mystery by Bill Martin, Jr. Ask children, "What feeling or mood do you get from this poem?" A child might respond, "It makes me feel scared." Inquire further, "What do you mean by scared?"

Have children complete a worksheet on which they match titles of stories they have read with the mood of the story; e.g.:



Have children collect stories or passages from stories that convey a similar mood and defend their selections.

Have children illustrate the mood of a story they have read.

Given pictures, poems, or stories, the learner will define the term, "setting," and identify and analyze the setting.

Discuss with children the meaning of setting; e.g.:

Setting means the time and place of a picture, poem, or story.

Show children pictures and ask them to identify the settings; e.g.:

Seeing a picture of mountains, chalets, a herd of cows, and a yodeler, the child might infer that the story is set in Switzerland.

Note: Pupils' ability to infer settings is directly related to their backgrounds of experience.

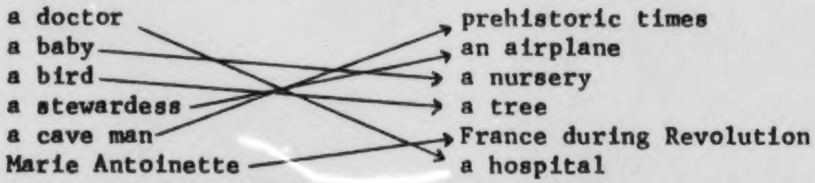
STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children complete worksheets or task cards on which they match characters with their most likely settings; e.g.:


a doctor
a baby
a bird
a stewardess
a cave man
Marie Antoinette
prehistoric times
an airplane
a nursery
a tree
France during Revolution
a hospital

Give children titles of three books they have not read; e.g.:

1. Island of the Blue Dolphin
2. Mr. Popper's Penguins
3. King Arthur's Court

Ask them to write under each title what they think the setting of the book might be. Then have them read one or more of the books and write a brief description of the setting.

Given pictures, poems, or stories, the learner will define the term, "plot," and identify and analyze the plot.

Discuss with children the meaning of plot; e.g.:

> A plot is the basic skeleton or plan of action of a story. Plot involves characters, their situations or problems, and the meeting and resolution of those situations or problems in accordance with the traits of the characters.

STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities

Read a story aloud as a basis for discussion of what is involved in a plot. Ask children to identify the main characters. Then ask them to describe the situations or problems the characters encountered and how they were resolved. Guide discussion by asking questions, such as:

Can you describe one problem that arose?
Name two events that caused the problems.
What was the problem the main character faced?
How was the problem resolved?

Have children read a story, such as "The Lion and the Mouse," and complete a chart, indicating elements of the plot; e.g.:

Main Characters	Problem or Situation	Resolution
Lion	Hunters are coming. Caught in rope trap.	Mouse rescues him; repays his kindness.
Mouse	Runs over lion's paw and is caught.	Convinces lion to let him go and some day he may be able to repay kindness.

Given pictures, poems, or stories, the learner can define the term, "theme," and identify and analyze the theme.

Discuss with children the meaning of theme, relating it to the main idea; e.g.:

The theme is the main topic or subject of the story. It is the dominant idea underlying the events and/or actions. Theme sometimes involves a moral or lesson.

STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children listen to or read a poem or story, select from a number of given alternatives the one that best expresses the theme, and defend their selection; e.g.:

"The Fox and the Grapes"

1. Good wins over bad.
2. Hard work is rewarded.
3. We deny we want something we can't get.
4. Love conquers all.

Have children match stories and their themes.

Stories	Themes
Country Mouse--City Mouse	Never give up.
Cinderella	Be content with what you have.
Swiss Family Robinson	Being bad can be fun, but creates problems for other people.
Huckleberry Finn	Good triumphs over evil.

Have children read a poem or story and write the theme or main idea.

Given a story, poem, or play, the learner will identify all the story elements.

Make a chart on butcher paper with story elements as headings. After children read each story in a unit of a basal reader, have them fill in the chart.

Unit II

Story	Characters	Mood	Setting	Plot	Theme
1.					
2.					
3.					

When the chart is complete, guide discussion of each entry, asking children to support it.

STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner compare relationships among story elements?	Given a picture, poem, story, or play and a stated change in one of the story elements, the learner will predict how this change will affect the story. Note: Introducing a change may help children to see relationships among story elements. Ask children in what ways the story elements might change if: 1. In the story "The Three Little Pigs" the wolf were a snake. 2. Little House on the Prairie were set in 1974. Read aloud a poem, such as "Fog" by Carl Sandburg, and ask children what would they predict might happen if the setting were changed. Read two stories from a basal reader. Ask children to predict what might happen if the main characters of one story changed places with the main characters of the other story. Read aloud a play or story and ask children to change one of the elements and predict the results. Given two or more pictures, poems, or stories, the learner will compare elements within them. Have children compare two versions of the same story, noting similarities and differences. (See Arbuthnot, Time for Fairy Tales Old and New, section titled "Old Magic.") Have children illustrate differences in the settings of two more stories.

STORY ELEMENTS

TERMINAL OBJECTIVE

The learner will analyze relationships among story elements.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children contrast the problems encountered by characters in various stories.
	Have children list ways in which certain characters and places in stories are alike or different.
	Have children compare the similarities and differences among the motives of story characters, their feelings, their likes, etc.
	Have children compare and chart subjects of a group of biographical stories, using such categories as birthdates, education, problems faced, and reasons for fame.
	Have children compare story settings and events according to place and time relationship by asking questions, such as "Could the story have happened here?" "Could it have happened today?" Have children support their answers.
	Have children read about or view filmstrips on John Smith and William Penn. Then ask them to identify character traits of both men, list their characteristics separately, and write a brief statement about each man.
	Have children complete Sheet 5, Skill 6, Strand V. Comprehension--Relationships, Reading Skills Box.

LITERARY FORMS

DEFINITION OF SKILL

Recognizing literary forms involves identifying distinctive characteristics of forms, such as the fairy tale, folk tale, fable, myth, legend, biography, and poem, and labeling the forms appropriately.

TERMINAL OBJECTIVE

Given selected material to listen to or read, the learner will identify the literary form.

PRESKILLS

Auditory Discrimination
Can the learner recognize words that rhyme?

Fact and Fantasy
Can the learner distinguish between real and make-believe?

INTERRELATED SKILLS

Story Elements (intermediate level)
Vocabulary Extension
Figurative Language

TASK ANALYSIS

Can the learner

1. Recognize distinctive characteristics of selected literary forms and supply labels for these forms?
2. Identify the literary form of material he hears or reads?

LITERARY FORMS

INTRODUCTION OF SKILL

Keep in mind that although for the purpose of this guide work with literary forms is not developed beyond the stage of classification, pupils should have additional experiences with literature as part of the English and library programs. For more capable readers, activities suggested here should be extended and enriched.

Avoid over-analyzing literary materials. Enjoyment and appreciation of various literary forms should be the major goal.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English textbooks
Literature books

Special Supplementary Reading Material--District

Skillbooks for Seeking Adventure, Discovering Treasure, Exploring Afar (Scott, Foresman)
Workbooks for the Holt Basic Reading System, Levels 11-15 (Holt)
Workbooks for Panorama, Kaleidoscope, Images, Galaxies (Houghton Mifflin)
Worktexts: Your Own Discoveries, Stages 3 and 4 (Houghton Mifflin)

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary, 398, 400's, 800's
Motion Pictures, Motion Picture Catalog, Elementary, 398, 800's
Recordings, Catalog of Audio-Visual Materials, Elementary, 800's

Guides

Guide to the Fifth Grade Literature Program (LBUSD)
Guide to the Sixth Grade Literature Program (LBUSD)

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LITERARY FORMS

TERMINAL OBJECTIVE

Given selected material to listen to or read, the learner will identify the literary form.

Task Analysis | **Suggested En Route Objectives and Possible Activities**

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1. Can the learner recognize distinctive characteristics of selected literary forms and supply labels for these forms?

Given examples of a specific literary form, the learner will identify likenesses among them.

Have the children read or listen to several fairy tales. Ask them what they notice is alike about each of these stories. For young children select stories with obvious likenesses. Ask a question, such as:

> What do you notice that is alike about the stories we have read?

Possible responses might be:

> They both have a prince and a princess.
> They are both untrue.
> They do make-believe things you can't really do.

Note: The characteristics given below may be helpful.

Folk tale:	Stereotyped human characters who perform superhuman feats
Fable:	Direct or indirect morals Talking beasts Animals with human characteristics
Myth:	Supernatural explanation of earthly phenomena Relationships between gods and men Usually an ancient story, written long ago
Fairy tale:	Fantasy of imaginary animals or humans Good-triumphing-over-evil theme Usual inclusion of character with power
Biography:	True-life story of a person Written by someone other than the subject Usually in chronological order
Poetry:	Regular repeated rhythm, may rhyme Special forms
Legend:	Stories from the ancient past Often unverifiable Explanations of natural phenomena

LITERARY FORMS

TERMINAL OBJECTIVE

Given selected material to listen to or read, the learner will identify the literary form.

Task Analysis	Suggested En Route Objectives and Possible Activities

Provide many opportunities for children to listen to or read other fairy tales. Extend and enrich children's exposure to fairy tales by continued discussion, art activities, viewing motion pictures and filmstrips, listening to recordings, etc. Have children list characteristics identified through discussion.

Repeat similar activities and discussions for other literary forms.

Note: Pupils may need help in knowing the particular label to attach to a group of stories they identify as having similar characteristics. The term, myth, for example, may be new to them whereas the terms, poem and fairy tale, may be more familiar.

Given examples of a selected literary form, the learner will state the appropriate label.

After children have identified many characteristics of a particular literary form, help them to determine the name for it.

2. Can the learner identify the literary form of material he hears or reads?

Given a specific literary form and some examples and nonexamples of it, the learner will identify the examples of the form.

After children have developed a set of characteristics for a literary form and have learned the appropriate label for the form, give them opportunities to practice identifying examples they hear or read; e.g.:

Which of these are myths?

"Why the Sun Goes Down"
"Little Red Riding Hood"
"Henry Huggins"
"Flight of Iccarus"

LITERARY FORMS

TERMINAL OBJECTIVE

Given selected material to listen to or read, the learner will identify the literary form.

Task Analysis	Suggested En Route Objectives and Possible Activities

When appropriate, have children support their choices. Support should involve using characteristics of the form.

Given several examples of different literary forms and labels for these forms, the learner will label the examples.

Have the children complete a worksheet, such as the following:

Match each literary form in the left-hand column with an example in the right-hand column and write the appropriate number in the parentheses.

Literary Forms	Example
1. folk tale	(6) Susie Moriar
2. fable	(5) George Washington Carver
3. myth	(1) Paul Bunyan and His Blue Ox, Babe
4. fairy tale	(4) Peter Pan
5. biography	(3) Romulus and Remus
6. poetry	(2) Dog in the Manger
7. legend	(7) King Arthur

Note: For additional experiences in Grades 5-6 see the following LBUSD guides:

Guide to the Fifth Grade Literature Program

Guide to the Sixth Grade Literature Program

REALITY AND FANTASY

DEFINITION OF SKILL

Skill in recognizing reality and fantasy involves distinguishing between that which could really happen or exist and that which could not.

TERMINAL OBJECTIVE

Given appropriate material to read, the learner will compare and identify reality and fantasy, and support his choice.

PRESKILLS

Locating Details
  Can the learner isolate or locate details?

Recall
  Can the learner recall details?

Classification
  Can the learner group related information?

INTERRELATED SKILLS

Inference
Drawing Conclusions

TASK ANALYSIS

Can the learner

1. Identify that which could happen or exist, and support his choices?
2. Identify that which is unreal or fanciful, and support his choices?
3. Distinguish between that which is real and that which is fanciful, and support his choices?

REALITY AND FANTASY

INTRODUCTION OF SKILL

Keep in mind that distinguishing between reality and fantasy is an important first step in critical reading. Young children tend to believe that written or, especially, printed material must be true. They should have many varied experiences in identifying and discussing fantasy they encounter in reading and listening. The terms real and make-believe often are substituted for reality and fantasy in the context of this skill.

Provide activities to develop the skill until the learner cannot only distinguish between reality and fantasy, but also can verbalize logical reasons for his differentiations.

MATERIALS

Textbooks and Kits--State and District

Building Prereading Skills, Kit A (Ginn)
People in Action (Holt)
Sounds of Language Series (Holt)
Time Machine Series (Field)

Special Supplementary Reading Material--District

Peabody Language Development Kit, Levels 1 and 2 (American Guidance)
Skillbooks for With Skies and Wings, Seven Is Magic, Dog Next Door (Ginn)

Miscellaneous

Fables
Fairy tales
Folk tales, including tall tales

REALITY AND FANTASY

TERMINAL OBJECTIVE

Given appropriate material to read, the learner will compare and identify reality and fantasy, and support his choice.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner identify that which could happen or exist, and support his choices?	Given material that contains only reality, the learner will state that it is real and tell why. Have a child look at a situation picture; e.g., cars driving down a road. Ask if this could really happen. If he says, "Yes," ask him why he thinks it is real. If he says it is not real, ask him for his reasons, and guide him to the correct answer. Use family or school snapshots in the same manner. Have children read a true story and discuss whether or not the events in it really could happen.
2. Can the learner identify that which is unreal or fanciful, and support his choices?	Given material, such as fairy tales, nursery rhymes, cartoons, science fiction, the learner will state that it is fantasy. Show pictures of fanciful animals; e.g., Pooh Bear, Three Little Pigs. Have children discuss what makes them fanciful. Have the child read a science fiction story and identify the events that make it fantasy.
3. Can the learner distinguish between that which is real and that which is fanciful, and support his choices?	Given material containing both reality and fantasy, the learner will identify that which is reality and that which is fantasy, and support his choices. Have children classify as real or fanciful characters from fiction and nonfiction stories. Have children identify real and fanciful events in material they read.

FACT, OPINION, BIAS, PROPAGANDA, AND ASSUMPTION

DEFINITION OF SKILL

Recognizing fact, opinion, bias, propaganda, and assumption involves distinguishing among these kinds of statements and determining their validity.

TERMINAL OBJECTIVE

The learner will evaluate fact, opinion, bias, propaganda, and assumption for their validity.

PRESKILLS

Locating Details
  Can the learner locate specific content in written material?

Recall
  Can the learner remember the content of a story?

Classification
  Can the learner see similarities and differences among materials and classify them accordingly?

Vocabulary Extension
  Does the learner recognize loaded words?

Inference
  Can the learner make an inference and support it?

INTERRELATED SKILLS

Inference
Vocabulary Extension
Classification

TASK ANALYSIS

Can the learner

1. Recognize and support that a statement is factual?

2. Recognize and support that a statement is opinion, bias, propaganda, or assumption?

3. Evaluate the validity of fact, opinion, bias, propaganda, or assumption?

FACT, OPINION, BIAS, PROPAGANDA, AND ASSUMPTION

INTRODUCTION OF SKILL

Help children to realize that they are judging and evaluating the underlying purpose of oral or printed material.

Keep in mind that before a person can be a critical reader, he must have some tools. These tools include awareness and knowledge of the characteristics of certain types of oral and printed material. It is difficult to distinguish among some opinion, bias, propaganda, and assumption, as they often are interrelated.

Avoid leading the learner to believe that all opinion, bias, propaganda, and assumption are bad. This is not true. Sometimes there is a valid purpose for their use. Emphasize, however, that everything one hears or reads is not necessarily a statement of truth. Verified sources for factual data include encyclopedias, atlases, almanacs, dictionaries, and similar publications.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers

Special Supplementary Reading Material--District

Audio Reading Progress Laboratories (EPC)
Read Better--Learn More, Books A, B, C (Ginn)
Skillbooks for Kings and Things, Launchings and Landings (American Book)
Skillbooks, Levels 13, 14, 15 (Holt)
Skillbooks, Young America Reading Program, Levels 11, 12, 13 (Rand McNally)
Target Reading, Blue and Gold Books (Laidlaw)
Workbooks for Kaleidescope, Images, Galaxies (Houghton Mifflin)
Your Own Discoveries, Stages 1-6 (Houghton Mifflin)

Related Instructional Material--District

My Weekly Reader, 1-5
Reading Skills Box, LBUSD

Miscellaneous

Discarded textbooks and workbooks
Magazines
Newspapers
Television

FACT, OPINION, BIAS, PROPAGANDA, AND ASSUMPTION

TERMINAL OBJECTIVE

The learner will evaluate fact, opinion, bias, propaganda, and assumption for their validity.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner recognize and support that a statement is factual?	Given criteria, the learner will identify factual statements and support his selection. Suggest and guide discussion of the following criteria for identifying factual statements: Are based on observation; e.g.: Jane is wearing a red dress. Miss Smith is teaching reading. Are verified by references, such as authenticated historical accounts or quotations, statistics from reputable authorities; e.g.: George Washington fought in the Revolutionary War. Twelve Americans have landed on the moon. Give children a list of a few facts. Have them identify facts in material they read and add them to the list. Have children write factual statements based on data from verified sources, such as encyclopedias, almanacs, atlases.
2. Can the learner recognize and support that a statement is opinion, bias, propaganda, or assumption?	Given criteria, the learner will identify statements of opinion and support his selection. Suggest and develop individually the following criteria for identifying statements of opinion: Include terms, such as I believe, I think, in my opinion, everybody, perhaps, should be, probably, may, might; e.g.: Mothers should be in the kitchen. Everybody needs milk.

FACT, OPINION, BIAS, PROPAGANDA, AND ASSUMPTION

TERMINAL OBJECTIVE

The learner will evaluate fact, opinion, bias, propaganda, and assumption for their validity.

Task Analysis	Suggested En Route Objectives and Possible Activities

Sound like facts but cannot be supported factually; e.g.:

Senator Smith votes as his constituents wish.

Are based on the author's value judgments; e.g.:

Money is the most important thing in the world.

Have children collect statements of opinion they recognize in textbooks, newspapers, magazines, advertisements, and radio and television programs. Then have them classify the statements according to each of the criteria they satisfy.

Given statements of fact and statements of opinion, the learner will indicate which are fact and which are opinion, and support his selection.

Write on the chalkboard some statements of fact and some of opinion. Have children determine through discussion which type each statement is, and give reasons for their decisions. As a consensus is reached on each statement, write O or F beside it and list beneath it the basis for its identification.

Have children arrange a bulletin board contrasting statements of fact and statements of opinion.

Have children use task cards designed to develop the distinction between fact and opinion.

Note: Adapt the preceding sequence to teach recognition of bias, propaganda, and assumption. Information about each of these follows.

Bias involves intent, attitude, and tone. It is an opinion based on prejudice or personal preference. The data given is usually one-sided or slanted. It employs highly negative or positive words, exaggeration, and a single point of view.

FACT, OPINION, BIAS, PROPAGANDA, AND ASSUMPTION

TERMINAL OBJECTIVE

The learner will evaluate fact, opinion, bias, propaganda, and assumption for their validity.

Task Analysis	Suggested En Route Objectives and Possible Activities

Fact: Many people live in Los Angeles.

Positive bias: Los Angeles has the *finest* stores, *best* restaurants, and *unlimited* cultural opportunities.

Negative bias: Los Angeles is the *dirtiest*, *most overcrowded* city I have ever visited.

Propaganda is designed to influence or indoctrinate. It often, but not always, involves deception or distortion. Propaganda techniques include:

Bad names: Use of words with a negative connotation, such as *lonely*, *unhappy*, *suffering*, to stimulate emotions of the listener or readers; e.g.:

Are you lonely? Do you have friends? Use Brand X deodorant.
Joe Smith is lazy and ineffective.
Give to feed these hungry children.

Glad names: Use of pleasant words and phrases to make people feel happy.

Rise Krispies snap, crackle, and pop.
Joe Smith is hardworking, decisive, and efficient.

Testimonials: Use or recommendation by famous and/or admired persons.

Big Joe eats Smith's bread.

Transfer: Implies that desirable qualities or conditions can pass to the reader or listener; e.g.:

She has lovely hands. She uses Brand X soap.
Move to the mountains. Enjoy yourself.

FACT, OPINION, BIAS, PROPAGANDA, AND ASSUMPTION

TERMINAL OBJECTIVE

The learner will evaluate fact, opinion, bias, propaganda, and assumption for their validity.

Task Analysis	Suggested En Route Objectives and Possible Activities

Repetition: Repeats words or phrases so the reader or listener will remember them; e.g.:

> Every litter bit hurts. (This statement appears again and again on billboards, bumper stickers, etc.)
>
> *Foil* keeps in freshness. *Foil* keeps in moisture. *Foil* comes in all sizes. Use *foil*.

Plain folks and snob appeal: Makes an effort to communicate with a specific group; e.g.:

> Folks like you and me need sleep--soft mattress.
> For the few who want the best...

Bandwagon: Implies that everyone wants, has, or is doing it; e.g.:

> Mother, *everyone* at school has Smith's sneakers.
> More people use...than any other...

An *assumption* is a statement that is taken for granted, whether or not it can be substantiated. An assumption can be used to lead the reader or listener to draw incorrect conclusions. It often is difficult to distinguish between opinion and assumption. Sometimes assumptions can be recognized by statements which lack sufficient proof to support them; e.g.:

> Because the water *must* be cold, I will not go swimming. (The writer assumes the water is cold.)
>
> The *coach's mistakes* lost the ball game. (The writer assumes the coach made mistakes.)

FACT, OPINION, BIAS, PROPAGANDA, AND ASSUMPTION

TERMINAL OBJECTIVE

The learner will evaluate fact, opinion, bias, propaganda, and assumption for their validity.

Task Analysis

Suggested En Route Objectives and Possible Activities

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3. Can the learner evaluate the validity of fact, opinion, bias, propaganda, or assumption?

Given facts, the learner will assess their validity and support his assessments.

Provide and discuss a list of statements which includes statements of fact and statements that have been invalidated by the passage of time. Examples of this type are:

John Glenn is the only American to orbit the earth.
Babe Ruth hit the greatest number of home runs.
Henry Aaron has not beaten Babe Ruth's home run record.

Given several verified references, the learner will evaluate the validity of the factual data.

Provide several authoritative references, such as encyclopedias, atlases, history books. Discuss with children changes that may have taken place since a reference was published that would invalidate certain facts, including technological and sociological changes; e.g.:

"Human hearts cannot be transplanted." Invalidated by medical centers.

"The Imperial Valley cannot support agriculture." Not true as it is now irrigated and has become arable.

Given statements of opinion, bias, propaganda, and assumption, the learner will assess their validity and support his assessment.

Provide some opinions and their sources, including newspaper editors, politicians, scientists, doctors, teachers. Guide discussion of each statement to assess its validity.

Opinions	Sources
All teachers are mean.	Selected pupils
Flouride in water deters cavities.	Most dentists
Rusty pipes should always be replaced.	A plumber

FACT, OPINION, BIAS, PROPAGANDA, AND ASSUMPTION

TERMINAL OBJECTIVE

The learner will evaluate fact, opinion, bias, propaganda, and assumption for their validity.

Task Analysis | **Suggested En Route Objectives and Possible Activities**

Give children a list of assumptions. Discuss with them their degree of validity. In the first example the validity would depend upon what information the person who said it had available. In the second example so many factors are involved that its validity is questionable:

Since it's going to rain, I will not go fishing this afternoon.
If she practices her cello every day, she will some day be a famous cellist.

Provide some bias statements and their sources. Guide discussion of the validity of each.

Bias	Source
Older sections of a city are bad places in which to live.	Suburban residents
Red-haired people are hot tempered.	Traditional
To be successful in our society, you have to go to college.	A college graduate

Provide some propaganda statements and their sources. Guide discussion of their validity.

Propaganda	Source
Smokey the Bear says, "Prevent forest fires."	U.S. Forest Service
Every body needs milk.	Dairy Association
Buy jeans. They're "in."	Garment industry

After reading or hearing material containing opinion, bias, propaganda, or assumption, the learner will identify these and assess their validity.

Have children identify and discuss statements of opinion, bias, propaganda, and assumption in

Fiction, such as *Sounder*, *Blue Willow*, *Mixed-up Family*, *Bad Carlos*.
Newspaper and magazine articles and editorials.
Textbooks.

AUTHOR'S PURPOSE AND DIRECTION

DEFINITION OF SKILL

Skill in determining author's purpose and direction involves analyzing written material according to specific criteria to determine why the author wrote the material.

TERMINAL OBJECTIVE

The learner will recognize that the author's main purpose is to inform, persuade, or entertain, and will justify his choice.

PRESKILLS

Fact and Opinion
  Can the learner distinguish between fact and opinion?

  Can the learner recognize propaganda techniques?

Inference
  Can the learner recognize an inference as opposed to a factual statement?

INTERRELATED SKILLS

Inference
Fact and Opinion
Paraphrasing
Cause and Effect
Figurative Language
Main Idea
Reference Skills

TASK ANALYSIS

Can the learner

1. Recognize material written to inform?

2. Recognize material written to persuade?

3. Recognize material written to entertain?

4. Determine the main purpose of the author when two or more of the elements (information, persuasion, entertainment) are present?

AUTHOR'S PURPOSE AND DIRECTION

INTRODUCTION OF SKILL

Keep in mind that this skill is closely related to the skill, Fact, Opinion, Bias, Propaganda, and Assumption.

Make children aware that when attempting to persuade the reader, authors often will signal their opinions with expressions, such as in my opinion, they say that, it's known that, people believe, everyone knows, scientists agreed, as the Congressional Record states, it is believed, it is said, it is reported, someone claims, apparently, it seems as though, probably, it appears that, in the author's judgment.

To locate effective activities for teaching the skill, look in workbooks or textbooks for topics, such as "Fact and Opinion," "Author's Viewpoint," "Author's Purpose," "Critical Thinking."

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Textbooks for content areas

Special Supplementary Reading Material--District

Workbooks to accompany basal readers
Read Better--Learn More, Book B (Ginn)
Target Reading, Blue and Gold Books (Laidlaw)

Related Instructional Material--District

Reading Skills Box (LBUSD)

Miscellaneous

Magazines
Newspapers

AUTHOR'S PURPOSE AND DIRECTION

TERMINAL OBJECTIVE

The learner will recognize that the author's main purpose is to inform, persuade, or entertain, and will justify his choice.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner recognize material written to inform?	Given material to read and specific criteria with which to evaluate the material, the learner will determine whether the author's purpose is to inform. Discuss criteria for determining whether an author's purpose is to inform. Provide examples of material that meet the criteria. Note: Possible criteria include: Does the author use facts? Does he name sources? Are his sources reliable? Does he interpret facts logically and impartially? Are his conclusions supported by facts? Does he use statistics and other hard data? Does he give sufficient data? Are the data pertinent? Are the data recent? Is the author qualified? Provide materials, such as newspaper articles, magazines, social studies textbooks, science textbooks, health textbooks, weekly periodicals. Have pupils evaluate given material in terms of the criteria and give reasons for his conclusion.

AUTHOR'S PURPOSE AND DIRECTION

TERMINAL OBJECTIVE

The learner will recognize that the author's main purpose is to inform, persuade, or entertain, and will justify his choice.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner recognize material written to persuade?	Given material to read and specific criteria with which to evaluate the material, the learner will determine whether the author's purpose is to persuade. Adapt activities given for Task 1. Note: Refer to "Fact, Opinion, Bias, Propaganda, and Assumption." Possible criteria include: Does the author use propaganda techniques? Bad name--glad name Testimonial Transfer Repetition Plain folks and/or snob appeal Bandwagon Is he biased? Does he use one-sided or slanted statements? Does he provide only one viewpoint? Is he stating an opinion based on personal preference? Does he use exaggeration? Does he use assumptions? Does he make unverified statements? Does he use invalid statistics or sources? Provide newspaper or magazine articles, advertisements, familiar commercials, cereal boxes, book jackets, safety posters, fire prevention posters.

AUTHOR'S PURPOSE AND DIRECTION

TERMINAL OBJECTIVE

The learner will recognize that the author's main purpose is to inform, persuade, or entertain, and will justify his choice.

Task Analysis	Suggested En Route Objectives and Possible Activities
3. Can the learner recognize material written to entertain?	Given material to read and specific criteria with which to evaluate the material, the learner will determine whether the author's purpose is to entertain. Adapt activities given for Task 1. Note: Possible criteria include: Does the author provide a pleasurable experience through use of any of the following: Humor Pathos Suspense Excitement Courage Vicarious experiences Romance Provide materials, such as library books, story records, poetry collections, joke and riddle books, song lyrics, selected stories from basal readers.
4. Can the learner determine the main purpose of the author when two or more of the elements (information, persuasion, entertainment) are present?	Using established criteria, the learner will determine the author's main purpose. Provide children with appropriate materials, such as newspaper or magazine articles. Have them determine the author's main purpose, and support their decisions in terms of the established criteria. Note: Use materials that include more than one of the elements discussed; e.g., articles that are both factual and humorous or persuasive and informative. Emphasize that the pupil is to identify the author's main purpose.

WORK-STUDY SKILLS

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INTRODUCTION

This section of the guide is designed to provide teachers with information regarding significant learnings children need as they become involved in looking up and recording information for immediate or future use. These skills are particularly pertinent when children read in the content areas.

Instruction in this area begins at the primary levels as children learn to use skills, such as alphabetical order, parts of a book (table of contents, index, glossary), beginning dictionary skills; read simple maps and graphs; and use the library as a source of needed information. Instruction continues at the intermediate levels where the skills are extended and additional skills, such as outlining, summarizing, note-taking, skimming, scanning, and efficient use of reference materials, are taught. It is most important that needs for learning work-study skills generate from experiences that are meaningful to pupils, for this will provide them with motivation to master and apply the skills.

ALPHABETICAL ORDER

DEFINITION OF SKILL

Alphabetizing involves ordering words according to the sequence of letters in the alphabet.

TERMINAL OBJECTIVE

Given any group of words, the learner will arrange them in correct alphabetical order.

PRESKILLS

Recall

Can the learner name the letters of the alphabet at random?

Can the learner say the alphabet in order?

INTERRELATED SKILLS

Dictionary Skills
Sequence
Using Parts of a Book as Reference Tools
Library Skills

TASK ANALYSIS

Can the learner

1. Arrange letters of the alphabet in sequence?
2. Name the letter that comes before, after, or between letters of the alphabet?
3. Group letters in halves and thirds of the alphabet?
4. Arrange a group of words alphabetically according to the first letter?
5. Arrange a group of words alphabetically according to the second, third, or fourth letter?
6. Alphabetize any group of words to the fourth letter?

ALPHABETICAL ORDER

INTRODUCTION OF SKILL

Help children learn to alphabetize in a meaningful way by guiding them in performing many interesting tasks involving alphabetical order. Lead them to realize that alphabetizing is a skill used by many people in many ways.

Keep in mind that children must master this skill before they are able to develop successfully and efficiently other work-study skills, such as using a dictionary, or using an index or glossary, in locating information in reference material.

Provide opportunities for children to practice using the alphabetizing skill in a functional manner. Merely presenting lessons on alphabetical order will not lead to mastery of the skill.

MATERIALS

Textbooks and Kits--State and District

ABC, Satellite Books (Holt)
Basal readers, primary levels
English textbooks, primary levels
Spelling textbooks, primary levels

Special Supplementary Reading Material--District

ABC Serendipity Books (Bowmar)
Curbstone Dragons Activity Book (Economy)
Discovery Book for Better than Gold (Macmillan)
Language Development Cards, Wildsmith (F. Wotts)
Mustard Seed Activity Book (Economy)
Pocketful of Skills, III-A--III-C (Jones-Kenilworth)
Pupil Alphabet Cards, Programmed Reading (McGraw)
Read and Write Books for Moving Ahead, Splendid Journey, Exploring Afar, Discovering Treasure--New Open Highways (Scott, Foresman)
Skillbooks, Young America Reading Program, Levels 2, 3, 4 (Rand McNally)
Skills Handbooks for Seven Is Magic, Dog Next Door, How It Is Nowadays, With Skies and Wings (Ginn)
Workbooks for Secrets, Rewards, Panorama, Fiesta (Houghton Mifflin)

Related Instructional Material--District

Reading Skills Box (LBUSD)

ALPHABETICAL ORDER

TERMINAL OBJECTIVE

Given any group of words, the learner will arrange them in correct alphabetical order.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner arrange letters of the alphabet in sequence?	Given the letters of the alphabet, the learner will place them in correct sequence. Provide children with letters of the alphabet--cutouts, cards, etc. Ask them to arrange the letters in alphabetical order, using a flannel board if desired. (For a set of letters which can be duplicated and cut apart, see Sheet 1, Skill 4, Strand VI. Library and Reference Skills, Reading Skills Box.) Give each of 26 children a different letter. Ask them to line up, holding their letters in front of them, to form the alphabet. Have children form an alphabet, using strips of tagboard or paper on each of which are written seven or more letters. Have children complete dot-to-dot pictures designed to provide practice in using alphabetical order. (See Sheet 2, Skill 3, Strand VI. Library and Reference Skills, Reading Skills Box.)
2. Can the learner name the letter that comes before, after, or between letters of the alphabet?	Given a letter of the alphabet, the learner will identify the letter that immediately follows it. Note: If pupils have difficulty with this task, it may be because they have not internalized alphabetical order and still recite the entire alphabet to obtain a sequence of letters. When this is the case, they should have many additional experiences with alphabetical order. Teachers should be aware that it usually is easier for pupils to supply the letter preceding rather than the letter following a given letter.

ALPHABETICAL ORDER

TERMINAL OBJECTIVE

Given any group of words, the learner will arrange them in correct alphabetical order.

Task Analysis

Suggested En Route Objectives and Possible Activities

Provide each child with a random set of letters. Have him show the letter that comes after a letter indicated by the teacher; e.g.:

The pupil has the following letters: j i b g e f h

The teacher says, "Hold up the letter that comes after f."

Show a letter and ask the child to write on a mini-chalkboard the letter that follows it.

Ask children to complete exercises on worksheets by filling in the missing letters. Make worksheets self-checking or have pupils exchange and correct their papers.

a ___ c ___ f ___ i ___
l ___ p ___ r ___ u ___

Given a letter of the alphabet, the learner will identify the letter that immediately precedes it.

Adapt the activities given for the preceding objective.

Given a letter of the alphabet, the learner will identify the letters that come immediately before and after it.

Write on the chalkboard or hold up a letter, have the children copy that letter, and write the letters that immediately precede and follow it.

ALPHABETICAL ORDER

TERMINAL OBJECTIVE

Given any group of words, the learner will arrange them in correct alphabetical order.

Task Analysis	Suggested En Route Objectives and Possible Activities

Provide sets of three letters, some of which are not in alphabetical order, and ask pupils to identify which sets are alphabetical; e.g.:

r s t   d f h   h i k   e f g

Have pupils complete a worksheet by filling in the missing letters in sets of three in alphabetical order; e.g.:

1. __ y __
2. __ g __
3. __ m __
4. __ o __

Given the first and third letters of an alphabetical sequence, the learner will supply the middle letter.

Show on an overhead projector the first and third letters of an alphabetical sequence. Ask pupils to write the missing letter on their mini-chalkboards or hold up a card with the missing letter written on it; e.g.:

Teacher	Pupil
l __ n	m
r __ t	s

ALPHABETICAL ORDER

TERMINAL OBJECTIVE

Given any group of words, the learner will arrange them in correct alphabetical order.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children complete worksheets by filling in missing letters. Sheets can be self-checking; e.g.:

front	back
1. t __ v 2. d __ f 3. h __ j 4. r __ t	Check yourself. 1. u 2. e 3. i 4. s

Provide pupils with a set of letter cards and strips in which a slot replaces the middle of three letters in an alphabetical sequence. Have them insert the appropriate letter card in each slot; e.g.:

d f	m o	e	n

Task Analysis	Suggested En Route Objectives and Possible Activities
3. Can the learner group letters in halves and thirds of the alphabet?	Given letters of the alphabet, the learner will indicate the half of the alphabet to which they belong.

Note: This task and objectives are included to promote more knowledgeable utilization of the dictionary.

Have children work with alphabet books from the library to identify letters in the first half and those in the second half of the alphabet.

ALPHABETICAL ORDER

TERMINAL OBJECTIVE

Given any group of words, the learner will arrange them in correct alphabetical order.

Task Analysis

Suggested En Route Objectives and Possible Activities

Provide pupils with a set of letters and ask them to divide them into two groups--those that belong to the first half of the alphabet and those that belong to the second half.

Show letters at random and ask children to indicate in writing or by some signal the half of the alphabet to which each belongs.

Given letters of the alphabet, the learner will divide the alphabet in thirds.

Adapt activities given for the preceding objective.

4. Can the learner arrange a group of words alphabetically according to the first letter?

Given a group of words beginning with different letters, the learner will arrange them in alphabetical order.

Write on tag strips names of children in the class and have pupils arrange them in alphabetical order.

Have pupils arrange in alphabetical order words selected from the spelling list being studied.

Have pupils complete self-correcting worksheets by numbering words according to alphabetical sequence, and check their work; e.g.:

Work Side

___	hair	___	window
___	bicycle	___	hurry
___	ahead	___	slammed
___	lay	___	such
___	sidewalk	___	fine
___	rode	___	beside

Answer Side

3	hair	3	window
2	bicycle	1	hurry
1	ahead	2	slammed
1	lay	3	such
3	sidewalk	2	fine
2	rode	1	beside

ALPHABETICAL ORDER

TERMINAL OBJECTIVE

Given any group of words, the learner will arrange them in correct alphabetical order.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have pupils make drawings of characters in stories they have read and label each drawing with the character's name. Then ask them to alphabetize the drawings by the labels.
	Provide each pupil with an alphabet file box and a set of word cards or illustrated word cards. Have him file the cards alphabetically. Note: As pupils proceed to alphabetize by second, third, and fourth letters, they can file alphabetically the cards within each letter section.
	Have pupils make a poster for their favorite movie or television show. Have them list the names of the characters alphabetically on their posters; e.g.:

CHARLIE BROWN

Starring	(Pupil draws picture here.)
Charlie Franklin Linus Lucy Snoopy	

Have pupils alphabetize a group of word cards which form a sentence when arranged in alphabetical order; e.g.:

can't	babies	zebras	ride

(For additional sentences see Sheet 1, Skill 3, Strand VI. Library and Reference Skills, Reading Skills Box.)

ALPHABETICAL ORDER

TERMINAL OBJECTIVE

Given any group of words, the learner will arrange them in correct alphabetical order.

Task Analysis	Suggested En Route Objectives and Possible Activities

Give pupils a list of words. Ask them to write the words that come immediately before and after a given letter in alphabetical order; e.g.:

(about)	b	(boat)
(cake)	d	(dark)
(early)	f	(fish)
(great)	h	(horn)
(itchy)	j	(kind)

kind
horn
about
boat
fish

itchy
great
cake
dark
early

Have pupils alphabetize by first letters a list of words in random order.

5. Can the learner arrange a group of words alphabetically according to the second, third, or fourth letter?

Given words beginning with the same letter, the learner will use the second letter to arrange the words in alphabetical order.

Note: Adapt appropriate activities suggested for Task 4. Be sure to use words that begin with the same letter but whose second letters are different. Words from readers and/or textbooks on content areas could be used.

Given words beginning with the same first two letters, the learner will use the third letter to alphabetize them.

Adapt activities used for the preceding objective.

ALPHABETICAL ORDER

TERMINAL OBJECTIVE

Given any group of words, the learner will arrange them in correct alphabetical order.

Task Analysis — Suggested En Route Objectives and Possible Activities

Given words beginning with the same first three letters, the learner will use the fourth letter to alphabetize.

Use activities adapted for the preceding objective.

6. Can the learner alphabetize any group of words to the fourth letter?

Given a group of words in which the first four letters of each word differ, the learner will arrange the words in alphabetical order.

Have pupils arrange in alphabetical order a group of words which require his alphabetizing to the fourth letter; e.g.:

science rabbit tongue timorous
saint time rabid saturate

Note: Having pupils alphabetize words they are learning to spell provides practice both in spelling and alphabetizing.

Have children alphabetize specialized vocabulary they are learning to enable them to read their textbooks.

Have pupils make dictionaries of words they use in writing or encounter in readers or content area textbooks.

Have children arrange a set of social studies books in alphabetical order by title or by author.

Have pupils alphabetize word cards by placing them in a file box.

USING PARTS OF A BOOK AS REFERENCE TOOLS

DEFINITION OF SKILL

Using parts of a book involves identifying and locating the parts of a book, understanding their functions, and using them to locate specific information within the book.

TERMINAL OBJECTIVE

The learner will use appropriate parts of a book to locate specific information.

PRESKILLS

Alphabetizing
Can the learner alphabetize?

INTERRELATED SKILLS

Scanning
Inference
Main Idea

TASK ANALYSIS

Can the learner

1. Name, locate, and describe the functions of specific parts of a book?
2. Use a given part of a book to locate information?
3. Determine and use the part of a book which best provides specific references for a given topic?

INTRODUCTION OF SKILL

Keep in mind that much can be done to help children become familiar with the words, title and author, as they listen to stories being read by the teacher. Children should be aware that most books contain a title page and a table of contents, and that some books have additional parts, such as an index and a glossary. A working knowledge of the parts of a book will enable children to use books effectively and efficiently.

USING PARTS OF A BOOK AS REFERENCE TOOLS

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English textbooks
Textbooks for content areas

Special Supplementary Reading Material--District

Discoveries, Stages 2, 3, 4 (Houghton Mifflin)
Discovery Books for Magic Word, Into New Worlds (Macmillan)
Read Better--Learn More, Books A and B (Ginn)
Skillbook for Young America Reading Program, Level 12 (Rand McNally)
Skills Handbook for Sun that Warms, All Sorts of Things (Ginn)
Target Reading, Red, Orange, Blue, Green Books (Laidlaw)
Workbooks to accompany Images, Kaleidoscope, Galaxies (Houghton Mifflin)

Related Instructional Materials--District

Reading Skills Box (LBUSD)

Guide

It's Your Library (LBUSD)

USING PARTS OF A BOOK AS REFERENCE TOOLS

TERMINAL OBJECTIVE

The learner will use appropriate parts of a book to locate specific information.

Task Analysis | Suggested En Route Objectives and Possible Activities

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1. Can the learner name, locate, and describe the functions of specific parts of a book?

Given a book, the learner will name, locate, and describe the function of a title, author's name, and, if appropriate, the publisher's name and copyright date.

Have pupils find the titles and authors of their basic readers.

Have children examine the covers of several books and note the information on them.

Have children find the title page of a book and list its essential items.

Note: A frontispiece occasionally precedes the title page.

Have the children locate the copyright, which is usually on back of the title page. Discuss the purpose of the copyright date. Point out that when the reader wants to find the latest information the copyright date is especially important. Copyright dates of fiction books are not as of much interest to the reader as those of nonfiction books.

Have each pupil record on a chart the title, author, publisher, and copyright date of each book in his desk; e.g.:

Title	Author	Publisher	Copyright Date
Little House on the Prairie	Wilder		

USING PARTS OF A BOOK AS REFERENCE TOOLS

TERMINAL OBJECTIVE

The learner will use appropriate parts of a book to locate specific information.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a book, the learner will locate the table of contents and describe its organization and function.

Have children locate the table of contents in a basal reader. Discuss its makeup and purpose.

Write selected story titles on the chalkboard and ask children to locate in the table of contents the pages on which each appears.

Have children examine the tables of content of different types of books, such as basal readers and social studies, science, health, and mathematics textbooks. Discuss differences among them and encourage children to generalize about the variations.

Given a book, the learner will locate the index and describe its organization and function.

Have children locate the index of a book. Ask them to describe it; list their observations on the chalkboard; e.g.:

Possible Observations

Uses alphabetical order.
Gives page numbers.
Gives topics and subtopics.
Uses abbreviations.
Gives multiple page listings.
Tells where illustrations may be found.
Refers reader to another topic.

Guide children to form conclusions about the function of an index, based on their observations.

USING PARTS OF A BOOK AS REFERENCE TOOLS

TERMINAL OBJECTIVE

The learner will use appropriate parts of a book to locate specific information.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a book, the learner will locate the glossary and describe its organization and function.

Ask children to locate a glossary and to describe it. If it is appropriate to the level at which they are working, have them name other similar materials, such as dictionaries and spelling books. Guide discussion comparing organizations and functions of all types mentioned. Emphasize that a dictionary is a reference tool to be used with all books; whereas a glossary is a reference tool designed specifically for use with the book of which it is a part.

Given a book, the learner will locate the bibliography and describe its organization and function.

Note: Instruction about bibliographies is most appropriate for the sixth grade level. Children's books most likely to contain bibliographies will be found in the library or in the multi-text social studies collections. Most often bibliographies list authors first; however, the book title may appear first. Bibliographies also may be referred to as "Selected References," "Authors Quoted," etc.

Provide a variety of books containing bibliographies. Have children locate bibliographies and describe them. Typical comments might include:

It's a list of books.
The authors come first.
The list is in alphabetical order.
It has the copyright date for each book.

Provide additional information as needed.

USING PARTS OF A BOOK AS REFERENCE TOOLS

TERMINAL OBJECTIVE

The learner will use appropriate parts of a book to locate specific information.

Task Analysis	Suggested En Route Objectives and Possible Activities

Ask pupils to form conclusions about the functions of a bibliography, based on their observations and information supplied by the teacher.

Adapt the en route objectives and suggested activities above to teach about other supplementary parts of books--appendix, acknowledgment page, preface, footnotes--as appropriate to the level at which pupils are working.

2. Can the learner use a given part of a book to locate information?

Given a table of contents, the learner will use it to locate information.

Have pupils complete exercises on Sheets 4 and 5, Skill 6--Using a Table of Contents, Strand VI. Library and Reference Skills, Reading Skills Box, or other exercises in which pupils use a table of contents to locate information to answer given questions.

Provide a list of topics and ask pupils to tell or record whether these are included in the book and, if so, in which chapter.

Give children a list of questions and a book which contains the answers. Ask them to indicate for each question the chapter or story which would be most apt to include the necessary information. Or have pupils complete a worksheet designed to provide the same experience; e.g.:

Table of Contents

Unit 6:	A New Nation	157
	How the Colonies Were Governed	158
	Who Made the Laws?	160
	The King and Parliament	163
Unit 7:	The Westward Movement	189
	Who Were the Pioneers?	191
	How the Pioneers Moved	195
	Problems of the Pioneers	199

TERMINAL OBJECTIVE

The learner will use appropriate parts of a book to locate specific information.

Task Analysis	Suggested En Route Objectives and Possible Activities

Questions:

1. What were the diseases of the early settlers?
2. Where did the rules of government originate?
3. What transportation was used in the Westward Movement?

Note: Wording of the questions should differ from that of table of contents entries in order to provide pupils experience with synonyms and inferences.

Given an index, the learner will use it to locate information.

Provide pupils with a list of topics related to an ongoing classroom activity. Have them

Look up the topics in the index of one or more books.
Record the pages on which pertinent information can be found.
Circle the pages that have the most information.

Have pupils complete exercises on Sheets 1, 2, 3, Skill 11--Using Indexes to Locate Information, Strand VI. Library and Reference Skills, Reading Skills Box, or other exercises in which pupils use an index to locate information to answer given questions.

Note: This type of exercise can be found in many of the workbooks listed under "Materials." When covered with acetate they can be used repeatedly in learning centers or for individual reenforcement.

USING PARTS OF A BOOK AS REFERENCE TOOLS

TERMINAL OBJECTIVE

The learner will use the appropriate parts of a book to locate specific information.

Task Analysis | Suggested En Route Objectives and Possible Activities

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3. Can the learner determine and use the part of a book which best provides specific references for a given topic?

Given questions and a list of parts of a book, the learner will indicate the book part which is most useful in answering each question.

Have pupils match questions in one column with parts of a book in another column; e.g.:

Questions

1. On what page does the chapter, "Homes for the Indians," begin?
2. When was this book published?
3. Who wrote this book?
4. How do you pronounce Iroquois?
5. What is a bagatelle?
6. What did the Indians use for tools?

Parts of a Book

Title page

Glossary

Table of Contents

Index

Accept any substantiated answers. Answers may vary. When they do, have children conclude which part of the book would be the most efficient tool to use in locating the information.

Given questions, the learner will use appropriate parts of a book to locate information.

Provide research questions and a variety of reference books. Have children use various parts of books in locating information to answer the questions.

DICTIONARY SKILLS

DEFINITION OF SKILL

Dictionary skills involve locating words, selecting appropriate meanings, and using pronunciation keys.

TERMINAL OBJECTIVE

Given a dictionary, the learner will locate words and use the data presented, as appropriate to his level.

PRESKILLS

Word Identification Skills
Does the learner apply word identification skills?

Alphabetizing
Can the learner say the letters of the alphabet in order?

INTERRELATED SKILLS

Structural Analysis
Context Clues

TASK ANALYSIS

Can the learner

1. Locate entry words in a dictionary?
2. Select the appropriate meaning for a word?
3. Use a pronunciation key to pronounce an entry word unknown to him?
4. Use charts, tables, and supplementary data contained in dictionaries?

DICTIONARY SKILLS

INTRODUCTION OF SKILL

Many dictionaries include helpful information on use of the dictionary, and provide activities for practicing the skills involved. Although they often vary in content and format, most dictionaries contain the following basic information:

- Correct spelling
- Correct punctuation
- Syllabication
- Identification of parts of speech
- Definitions
- Examples of correct usage
- Phrases, sentences, and pictures which illustrate the meaning listed after an entry
- Synonyms
- Abbreviations
- Principal parts of verbs
- Common idioms
- Special word usage, such as slang

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Dictionaries
English textbooks
Keys to Good Language, Grades 3-6 (Economy)
Spelling textbooks

Special Supplementary Reading Materials--District

Dictionary Skills (Ideal)
  Dictionary Skill Charts, #2760
  Dictionary Skills Duplicator Workbook, #2764
Discoveries, Stages 3, 5, 6 (Houghton Mifflin)
Discovery Books for Magic Word, Bold Journeys, Into New Worlds (Macmillan)
Ginn Enrichment Program, Level 7 (Ginn)
Read Better--Learn More, Books A, B, C (Ginn)
Skillsbook for Young America Reading Program, Levels 11, 12, 13 (Rand McNally)
Skills Handbooks for Seven Is Magic, Sun that Warms, To Turn a Stone (Ginn)
Target Reading, Purple, Red, Orange, Blue, Green, Gold Books (Laidlaw)
Workbooks for Signposts, Panorama, Fiesta, Kaleidoscope, Images (Houghton Mifflin)

Related Instructional Materials--District

Reading Skills Box (LBUSD)

Audio Visual Materials

Filmstrips, Filmstrip Catalog, Elementary
Motion pictures, Motion Picture Catalog, Elementary

DICTIONARY SKILLS

TERMINAL OBJECTIVE

Given a dictionary, the learner will locate words and use the data presented, as appropriate to his level.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner locate entry words in a dictionary?	Given a list of words, the learner will alphabetize them to the third letter. Provide pupils with individual dictionaries in which the letters of the alphabet have been recorded, and a set of pictures. Have them paste the pictures on appropriate pages. (Refer to Sheet 1, Skill 4, Strand VI. Library and Reference Skills, Reading Skills Box.) Have pupils alphabetize a series of picture word cards in which each word begins with a different letter. Have pupils complete and alphabetize an exercise; e.g.: Fill in the Missing Letters a b _ d e _ _ h _ _ k _ m _ o _ _ _ s t _ v _ x _ z a b _ l _ n _ _ r _ _ f g _ _ Have pupils complete additional exercises on alphabetizing included on Sheets 1-3 and 1-8, Skills 2 and 3, respectively, Strand VI. Library and Reference Skills, Reading Skills Box. Give pupils several short lists of words. Have them circle the first letter of each word and alphabetize the words by the initial letters. Have children make their own word lists and alphabetize them. Adapt the foregoing activities for alphabetizing by the second, third, and fourth letters.

DICTIONARY SKILLS

TERMINAL OBJECTIVE

Given a dictionary, the learner will locate words and use the data presented, as appropriate to his level.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have pupils complete additional exercises on alphabetizing by the second letter included on Sheets 1-7, Skill 7, Strand VI. Library and Reference Skills, Reading Skills Box.

Have pupils alphabetize a list of words, some of which require alphabetizing by first letter, some by the second letter, some by the third letter, and some by the fourth letter; e.g.:

book
strike
clever
bus
zebra
street
climb
bat
clown
clip

Have pupils arrange in alphabetical order sets of words cut from newspaper headlines.

Have the child open a dictionary to the middle, note the beginning letter of words in the section, and list the letters which come before and those that come after the section.

Have pupils write a list of letters at random and show in which half of the dictionary each will be found.

Have children write given words under headings which indicate the parts of the dictionary in which they are found; e.g.:

throng
gravity
muscle
quaint
boycott
young
kitchen
wrap
lagoon
curry
universe
disguise

First	Middle	Last

DICTIONARY SKILLS

TERMINAL OBJECTIVE

Given a dictionary, the learner will locate words and use the data presented, as appropriate to his level.

Task Analysis | Suggested En Route Objectives and Possible Activities

---

Using his knowledge of alphabetical order, the learner will locate entry words in a dictionary.

Discuss the term, entry word, defining it as a word for which meaning is given in a dictionary, which is printed in bold face type, and which is listed in alphabetical order.

Have children locate selected entry words in their dictionaries.

Provide children with opportunities to locate in dictionaries roots of derived words.

Have children complete charts, such as the following:

Find	Write Entry Word	Write Page for Entry Word
babies	baby	p. 6
bigger		
coming		
cried		
prettiest		

Provide a set of entry words, and guide children to discover that words derived from the entry word are given within the entry. Have them complete exercises, such as the following:

Entry Words	Derived Words
run	ran, running
fast	
guard	
greet	

DICTIONARY SKILLS

TERMINAL OBJECTIVE

Given a dictionary, the learner will locate words and use the data presented, as appropriate to his level.

Task Analysis	Suggested En Route Objectives and Possible Activities

Using his knowledge of alphabetical order and guide words, the learner will locate words in the dictionary.

Open to a page in the dictionary. Ask pupils to read aloud the two words at the top of the page. Ask them to find these words somewhere else on the page. Ask what they notice about the guide words. Repeat, using other pages. Help them to conclude that the guide words are the first and last entry words on a page.

Give pupils a list of words and two sample guide words selected from a page in a dictionary. Have pupils select from the list of words those which would come between the given guide words. Then have them check their selections by using the same dictionary from which the guide words were taken.

Give children three sets of guide words with the numbers of the pages on which they appear in a dictionary. Have children give the number of the page on which each word in a given list would be found; e.g.:

bat--blimp (12)   dog--drive (63)   sew--sled (369)

bed _____   bike _____   shop _____   draw _____
dress _____   blade _____   sin _____   show _____

Give children a pair of guide words. Have them list words that would come on that page, before that page, and after that page.

Give children a list of words. Have them find each word in a dictionary and write the two guide words on the page on which the word appeared.

DICTIONARY SKILLS

TERMINAL OBJECTIVE

Given a dictionary, the learner will locate words and use the data presented, as appropriate to his level.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have pupils complete exercises from

Sheet 1, Skill 8, Strand VI. Library and Reference Skills, Reading Skills Box

Teacher's Manual for Webster New World Dictionaries, Elementary Edition (Macmillan)

Beginning Dictionary (Thorndike-Barnhart)

2. Can the learner select the appropriate meaning for a word?

Given an entry word in context, the learner will select the appropriate meaning.

Have children look up words for which the dictionary provides one meaning only; e.g.:

amphibious
ambulance
famous
humorous
mansion
owl
spool
trapper
walrus

Provide a list of multiple meanings of a word and several sentences incorporating the various meanings. Have children match each sentence with the word meaning it uses.

Give pupils words for which multiple meanings are listed in the dictionary. Have them determine the meaning appropriate for each word in a given context; e.g.:

	Meaning Used
We read the beginning of the book.	2
We knew the answer from the beginning.	1

1. time when something starts
2. first part

DICTIONARY SKILLS

TERMINAL OBJECTIVE

Given a dictionary, the learner will locate words and use the data presented, as appropriate to his level.

Task Analysis

Suggested En Route Objectives and Possible Activities

Discuss the term, multiple entries, helping children to understand that a word may be entered more than one time. Point out the superscript symbol (bear^1), used in some dictionaries, and indicate its significance.

Have children look up words for which there are multiple entries, and write sentences for each entry; e.g.:

bear fly jam change watch
palm rest ears run

Provide a list of underlined words in context, and have children select and record the appropriate meaning for each word underlined.

3. Can the learner use a pronunciation key to pronounce an entry word unknown to him?

Given a word unknown to him, the learner will use the pronunciation key and respelling to pronounce the word correctly.

Have children locate the pronunciation key in several dictionaries and discuss their composition. Help them to discover that pronunciation keys can be found in various places in dictionaries, such as front and/or back of the book (full key), bottom of some pages, top right-hand corner of some pages. Define a pronunciation key as a list of symbols (diacritical marks) used to represent sounds found in common words.

Provide lists of entry words and their respellings. Have children use pronunciation keys to match items in the two lists; e.g.:

does	haf
gym	diez
half	rij
ridge	rief
rough	jim

DICTIONARY SKILLS

TERMINAL OBJECTIVE

Given a dictionary, the learner will locate words and use the data presented, as appropriate to his level.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have each child locate and copy a list of respellings from a dictionary, exchange lists with a partner, and write the words which the respellings represent. Give children a list of symbols, such as o, u, ə. Have them name the common words found in the pronunciation key that illustrate the sounds.
	Given a word unknown to him, the learner will use principles of syllabication to pronounce the word correctly. Review the definition of a syllable. (Refer to the section on "Structural Analysis.") Compare the syllabication of a respelling with that of the entry word, explaining that the respelling relates to the sound units. Syllabication for the entry word indicates the most desirable places to interrupt a word when it must be divided at the end of a line of writing or print. Give children a list of familiar words. Have them indicate by a hyphen where they would divide each word at the end of the line. Discuss the use of primary and secondary accent or stress marks. Demonstrate orally and have children practice emphasizing syllables correctly.
4. Can the learner use charts, tables, and supplementary data contained in dictionaries?	Given a dictionary, the learner will locate and name the tables and lists included. Have pupils examine several dictionaries, noting the types of tables and charts they contain. Discuss possible uses of this material. Have pupils complete exercises, such as Sheet 1, Skill 17, Strand VI. Library and Reference Skills, Reading Skills Box.

USING REFERENCE MATERIALS

DEFINITION OF SKILL

Using reference materials involves knowledge of various types of reference books and their purposes.

TERMINAL OBJECTIVE

Given a variety of reference materials--encyclopedia, atlas, book of quotations, almanac, thesaurus--the learner will select the one best suited to a specific purpose.

PRESKILLS

Locating Details
- Can the learner identify key words to use in locating information in reference material?

Dictionary Skills
- Can the learner use alphabetical order to locate an entry word?
- Can the learner use guide words to locate an entry word?

INTERRELATED SKILLS

Dictionary Skills
Using Parts of a Book as Reference Tools
Classification

TASK ANALYSIS

Can the learner select reference material best suited to a specific purpose?

USING REFERENCE MATERIALS

INTRODUCTION OF SKILL

Help children to realize that reference materials are consulted for specific information; normally, they are not read consecutively nor in their entirety.

Make sure children are proficient in dictionary skills, such as using alphabetical order and guide words, before they begin to use these other references. They also should have a clear understanding of synonyms and antonyms before they use a thesaurus.

Keep in mind that the various references need not be presented to children in the order in which they appear on the following pages.

MATERIALS

Special Supplementary Reading Materials

Basketful of Skills, V A--V C (Jones-Kenilworth)
Boxful of Skills, VI A--VI C (Jones-Kenilworth)
Discoveries, Stage 2 (Houghton Mifflin)
Extension Activity Workbook for Into New Worlds (Macmillan)
Pocketful of Skills, III A--III C (Jones-Kenilworth)
Skillbook for Exploring Afar (Scott, Foresman)
Skillbook, Young America Reading Program, Levels 12, 13 (Rand McNally)
Target Reading, Gold, Blue, Orange, and Green Books (Laidlaw)

Related Instructional Materials--District

Reading Skills Box

Audio-Visual Material

Filmstrips, Filmstrip Catalog, Elementary, 028, 400's

701

702

USING REFERENCE MATERIALS

TERMINAL OBJECTIVE

Given a variety of reference materials--encyclopedia, atlas, book of questions, almanac, thesaurus--the learner will select the one best suited to a specific purpose.

Task Analysis	Suggested En Route Objectives and Possible Activities
Can the learner select reference material best suited to a specific purpose?	Given a thesaurus, the pupil will identify the specific purpose for which it can be used best. Help children to discover that a thesaurus is a dictionary of synonyms and antonyms. Have children find in a thesaurus synonyms for say. Then ask them to write conversation, using the synonyms in place of said; e.g.: "I won't do that," said James. "I won't do that," declared James. Guide discussion of advantages of using the synonyms; e.g.: Prevents monotony. Results in more precise expression. Have children select a word from something they have written; find an antonym for it in a thesaurus; and rewrite the sentence, using the antonym; e.g.: We are ready to begin the project. We are ready to complete the project. Encourage the children to use the thesaurus in written composition activities. Given an almanac, the pupil will identify the specific purpose for which it can be used best. Help children to discover that an almanac is an annual publication which includes information about weather, tides, planets, stars, and interesting facts about countries, famous people, sports, etc.

USING REFERENCE MATERIALS

TERMINAL OBJECTIVE

Given a variety of reference materials--encyclopedia, atlas, book of quotations, almanac, thesaurus--the learner will select the one best suited to a specific purpose.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children use the almanac to complete factual statements; e.g.:

1. The population of Brazil in 1970 was ________.
2. The ambassador from the United States to Spain in 1970 was ________.
3. The world record holder of the 100-yard dash in 1972 was ________.

Have children locate data in an almanac and use it in some way; e.g.:

Compare Brazilian exports in 1960 and 1970.

Given an encyclopedia, the pupil will identify the specific purpose for which it can be used best.

Help children to discover that an encyclopedia is a set of books consisting of authoritative articles on topics covering all branches of knowledge and arranged in alphabetical order.

Have children locate topics in an encyclopedia; e.g.:

Information about the Egyptian pyramids is located in volume ___, letter ___, beginning on page ___.
Information about the golden eagle is located in volume ___, letter ___, beginning on page ___.

Have children locate and record information on topics related to science or social studies lessons, such as turtles; individual California missions; the Oregon Trail; the government of Brazil, past and present.

Have children complete Sheets 1-6, Skill 19, Strand VI. Library and Reference Skills, Reading Skills Box.

USING REFERENCE MATERIALS

TERMINAL OBJECTIVE

Given a variety of reference materials--encyclopedia, atlas, book of quotations, almanac, thesaurus--the learner will select the one best suited to a specific purpose.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given an atlas, the pupil will identify the specific purpose for which it can be used best.

Help children to discover that an atlas is a bound collection of maps. Discuss the types of maps found in the atlas.

Have children locate maps that provide specific information; e.g.:

Where corn is grown in the United States
The area drained by the Mississippi River

Have children use an atlas in social studies activities; e.g.:

Compare areas of greatest rainfall in the United States and Brazil.

Given a book of quotations, the pupil will identify the specific purpose for which it can be used best.

Help children to discover that a book of quotations is a collection of familiar quotations with their authors, usually grouped by topics.

Have children locate the author of famous quotations; e.g.:

"Give me liberty or give me death." (Patrick Henry)

Given a list of reference materials, the pupil will select the one which best suits a specific purpose.

Have children complete a worksheet related to the primary uses of various reference works; e.g.:

Write in the blank following each question the number of the reference book which you would use to answer the question, and write the reason you selected that reference.

USING REFERENCE MATERIALS

TERMINAL OBJECTIVE

Given a variety of reference materials--encyclopedia, atlas, book of quotations, almanac, thesaurus--the learner will select the one best suited to a specific purpose.

Task Analysis	Suggested En Route Objectives and Possible Activities

Reference Books

1. Book of quotations
2. Atlas
3. Encyclopedia
4. Almanac
5. Thesaurus

Questions

1. Where would you look to find several different types of maps of Australia? ______________

   Reason: ______________________________________

2. Where would you look to find out who said, "I've just begun to fight"? ______________

   Reason: ______________________________________

3. Where would you look to find out about the history of airplanes? ______________

   Reason: ______________________________________

4. Where would you look to find another word for scraggy? ______________

   Reason: ______________________________________

5. Where would you look to find out who holds the record in swimming the backstroke? ______________

   Reason: ______________________________________

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

DEFINITION OF SKILL

Reading maps, globes, charts, and diagrams involves identification and interpretation of symbolic representations, such as bars, lines, circles, spheres, and drawings.

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

PRESKILLS

Vocabulary Extension

Can the learner describe or respond to the following terms: *up*, *down*, *on*, *between*, *near*, *beside*, *behind*, *below*, *above*, *under*, *over*, *in front of*?

Can the learner use descriptive terms--*bigger*, *smaller*, *taller*, *shorter*, *lower*, *higher*--to express comparisons of sizes of objects?

Can the learner use descriptive terms--*closer*, *farther*, *long way*, *short way*--to express comparisons of distance?

INTERRELATED SKILLS

Following Directions
Locating Details
Inference
Classification
Main Idea

TASK ANALYSIS

Can the learner

1. Identify all information or symbols given in a graphic representation and tell what they represent?
2. Read and interpret information derived from maps, globes, graphs, charts, and diagrams?
3. Represent data graphically?

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

INTRODUCTION OF SKILL

Keep in mind that children often will need to interpret maps, globes, graphs, charts, and diagrams as they read textbooks and other references for various content areas. In addition to the suggestions given on the following pages, help with teaching skills related to those types of graphic material also is included in guides for social studies units.

Develop related concepts and vocabulary before children study a particular type of graphic representation. The importance of this cannot be overemphasized. Children must understand that a symbol is used to represent an idea. Vocabulary to be developed includes: bar, horizontal, vertical, line graph, legend, key, scale, latitude, longitude, globe, atlas, circumference, segment, point, diagonal, table, sphere.

Be aware that the terms, pictorial representation and graphic representation, are used synonymously in some resource materials. This also is true of the following terms: graphs, charts, diagrams; charts, tables; globe, sphere.

MATERIALS

Textbooks and Kits--State and District

Basic and supplementary readers
Classroom Atlas (Rand McNally)
Ginn World Atlas (Ginn)
Goode's World Atlas (Rand McNally)
How Charts and Drawings Help Us (Benefic)
How Far? (Rand McNally)
How Reference Resources Help Us (Benefic)
Intermediate World Atlas (McGraw)
Map Skills for Today (American Education)
Map Skills Project, Book II (Scholastic)
Textbooks for content areas
Which Way? (Rand McNally)
World: Its Geography in Maps (Denoyer Geppert)

Special Supplementary Reading Material--District

Basketful of Skills, V A--V C (Jones-Kenilworth)
Boxful of Skills, VI A--VI C (Jones-Kenilworth)
Discoveries, Stages 3, 4, 6 (Houghton Mifflin)
Extension Activities Workbooks for Magic Word, Bold Journeys, Into New Worlds (Macmillan)

MATERIALS (Cont.)

Special Supplementary Reading Material--District (Cont.)

- Hatful of Skills, IV A--IV C (Jones-Kenilworth)
- Pocketful of Skills, III A--III C (Jones-Kenilworth)
- Read Better--Learn More, Books A, B, C (Ginn)
- Skill books for Far Away, Gold and Silver, High and Wide, Ideas and Images, Joys and Journeys, Kings and Things, Launchings and Landings (American Book)
- Skillbooks for Young America Reading Program, Levels 6-13 (Rand McNally)
- Skills Handbook for Reading 360, Levels 7-13 (Ginn)
- Target Reading, Purple, Red, Orange, Blue, Green, Gold Books (Laidlaw)
- Workbook for Riders on the Earth, Level 15 (Houghton Mifflin)
- Workbooks for Images and Galaxies (Houghton Mifflin)
- Workbooks for More Power, Moving Ahead, Exploring Afar, Discovering Treasure (Scott, Foresman)

Related Instructional Materials--District

- Making Inferences from Maps, color transparences, ditto masters (Lakeshore)
- Map and Globe Skills, complete set (SRA)[1]
- Map Outlines--United States, color transparencies (Milliken)
- Reading Skills Box (LBUSD)

Audio-Visual Material

- Exhibits, Catalog of Audio-Visual Materials, Elementary, 912
- Filmstrips, Filmstrip Catalog, Elementary, 912
- Motion pictures, Motion Picture Catalog, Elementary, 912
- Transparencies, Catalog of Audio-Visual Materials, Elementary, 912

Miscellaneous

- Encyclopedias
- Magazines
- Newspapers
- Telephone directories

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[1] Purchase with map and globe funds. Use Order List for Maps, Globes, Charts, and Transparencies.

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner identify all information or symbols given in a graphic representation and tell what they represent?	Given a map, the learner will identify the symbols and tell what they represent. Provide a simple map of one or more of the following: classroom, playground, school, neighborhood. Have pupils name the symbols used and discuss their relationships to each other. (Position in space) Show a transparency of the Safe Route Map provided for the school. Have pupils name symbols and placed indicated. Read and discuss "Colors and Symbols" in Harkler, How Maps and Globes Help Us. Use maps in the social studies textbooks and reading workbooks listed under materials and have children identify symbols and tell what they represent. Given a globe, the learner will identify the symbols and tell what they represent. On a slated outline globe have pupils locate land masses and bodies of water. Increase the difficulty of the experience by using a physical-political globe for the same purpose. Have children locate the following symbols on the globe and tell what they mean. ⊗ ○ Provide a set of individual globes (available from Audio-Visual Department). Have children work in groups or individually to identify symbols and tell what they represent.

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

TERMINAL OBJECTIVE

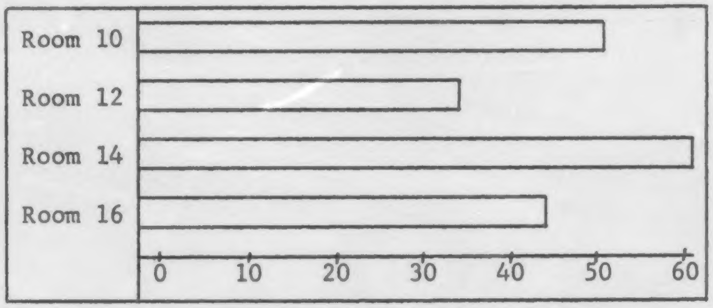
Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities

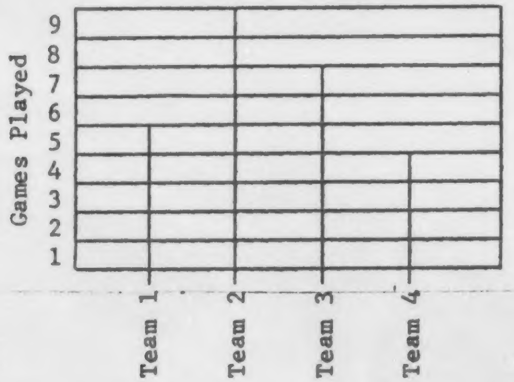
Given a chart, graph, or diagram, the learner will identify the facts or symbols and tell what they mean.

Provide children with a variety of charts, graphs, and diagrams. Have them identify facts presented and tell what they mean. Ask, "What does the (diagram, chart, graph) tell us?"

Paperbacks Sold



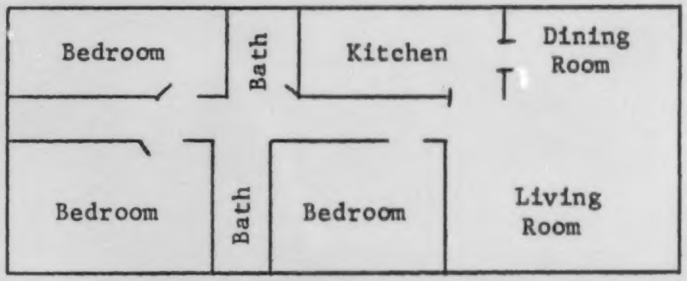
Games Won in Physical Education

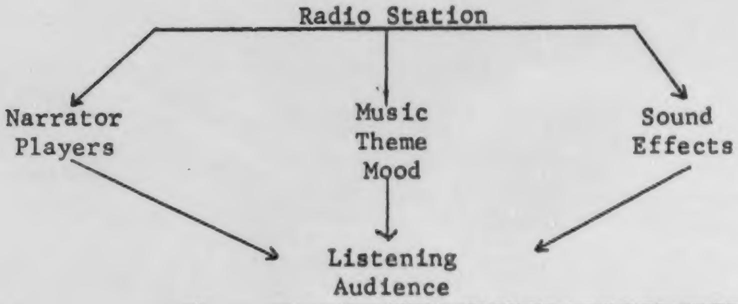


TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities


Bedroom
Bath
Kitchen
Dining Room
Bedroom
Bath
Bedroom
Living Room


Radio Station
Narrator Players
Music Theme Mood
Sound Effects
Listening Audience

Refer to social studies, science, mathematics, and health textbooks for additional charts, graphs, and diagrams.

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

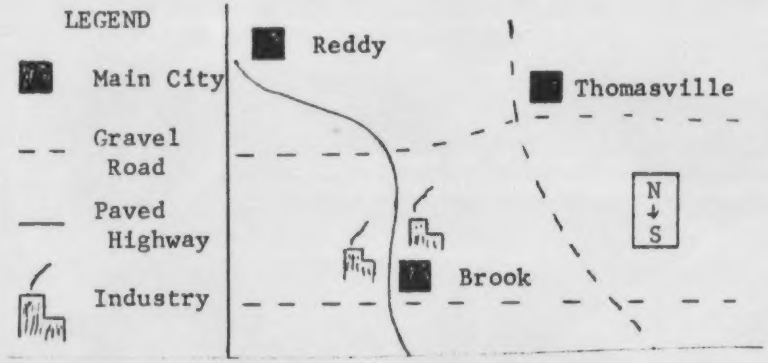
TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities
2. Can the learner read and interpret information derived from maps, globes, graphs, charts, and diagrams?	Given a map, the learner will answer specific questions pertaining to it.

Have children study a map and answer related questions; e.g.:

SOUTHWEST CLAIM



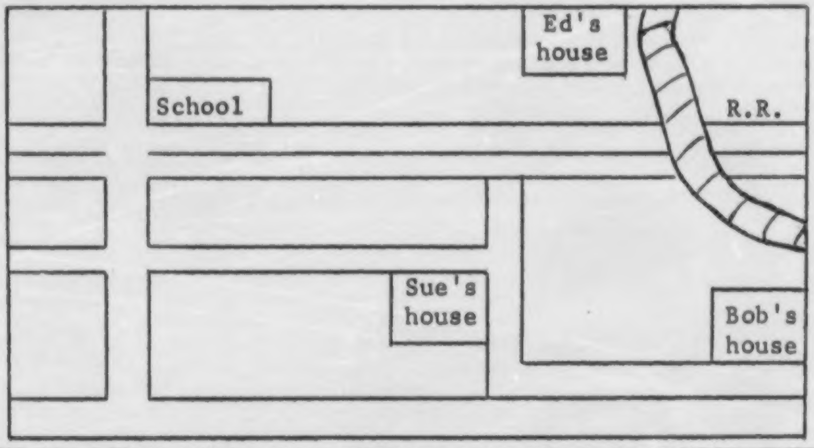
1. How many cities are there in Southwest Claim?
2. What type of road goes by Thomasville?
3. What type of road would you travel from Reddy to Brook?
4. What is the name of the industrial city on this map?
5. Are there more gravel roads or paved highways on this map?

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have each child use a crayon the color of his choice to indicate on a large map of the neighborhood the shortest route from his house to school.



Have children trace on a road map the route to be followed on a field trip, and interpret the route charted.

Have children draw a map to be followed on a walk or field trip.

Have children complete Sheets 1-6, Skill 13, Strand VI. Library and Reference Skills, Reading Skills Box.

Note: Refer to workbooks for basal readers and social studies textbooks for additional suggestions and maps.

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities

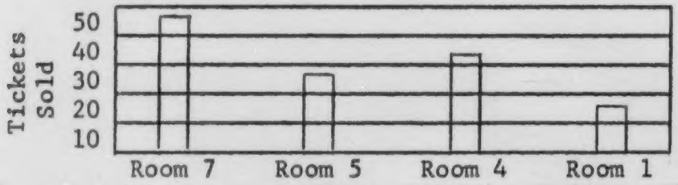
Given a globe, the learner will answer interpretive questions pertaining to it.

Ask children to tell which is the shorter route, Los Angeles to London via the Atlantic Ocean, or Los Angeles to London via the North Pole.

Refer to *How Charts and Drawings Help Us*, other social studies textbooks, and workbooks for basal readers for additional suggestions.

Given a chart, graph, or diagram, the learner will answer interpretive questions.

Have children refer to a graph and answer related questions; e.g.:



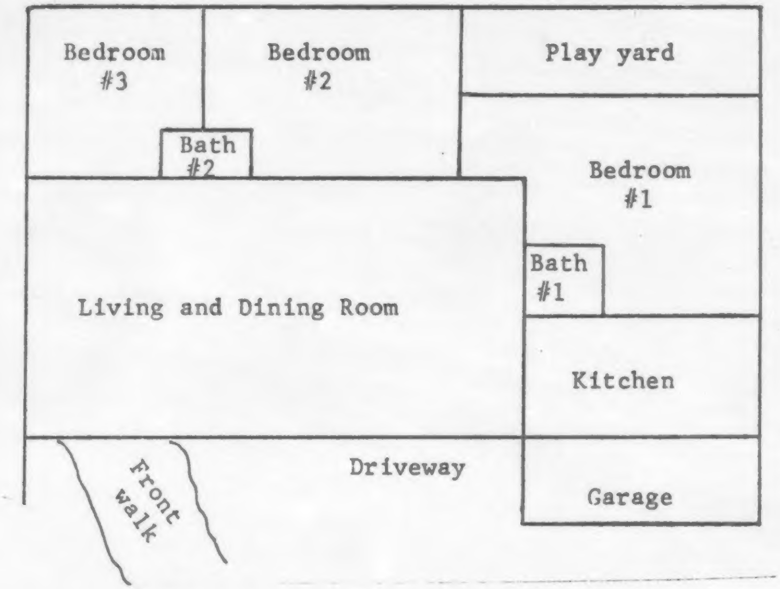
Which class sold the most tickets?
How many tickets did it sell?

Have children complete Sheets 1-3, Skill 14; Sheets 1-4, Skill 15; Sheet 1, Skill 16; Strand VI. Library and Reference Skills, Reading Skills Box.

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children study a diagram and answer related questions; e.g.:

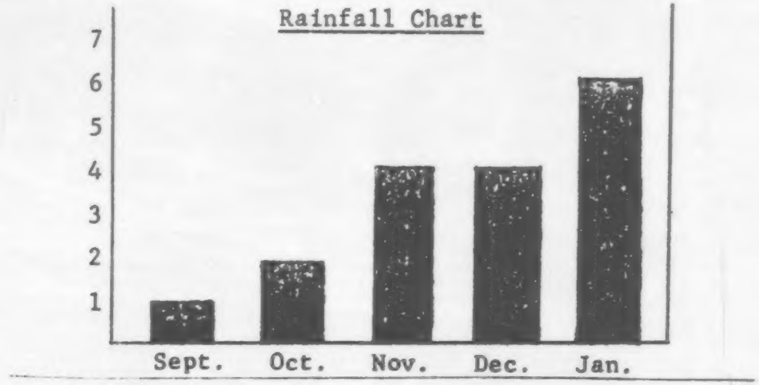

Bedroom #3
Bedroom #2
Play yard
Bath #2
Bedroom #1
Bath #1
Living and Dining Room
Kitchen
Driveway
Front walk
Garage

1. Which bathroom is closest to the kitchen?
2. Which is the largest room in the house?
3. Where would you most likely find a sandbox?
4. The smallest bedroom is the guest room. Which one is it?

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children study a bar graph and complete related statements; e.g.:



1. The month of ______ had the most rainfall.
2. The same amount of rain fell during the months of ______ and ______.
3. You could probably get the best suntan during the month of ______.

731

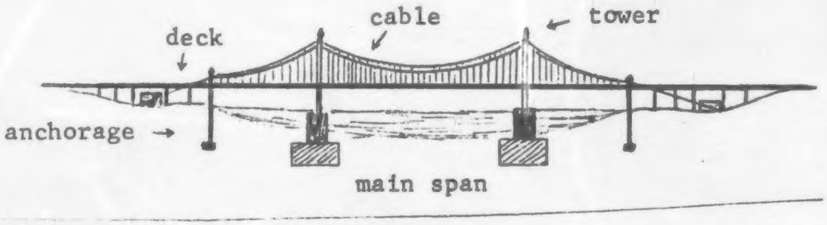
732

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children complete an exercise based on a diagram; e.g.:



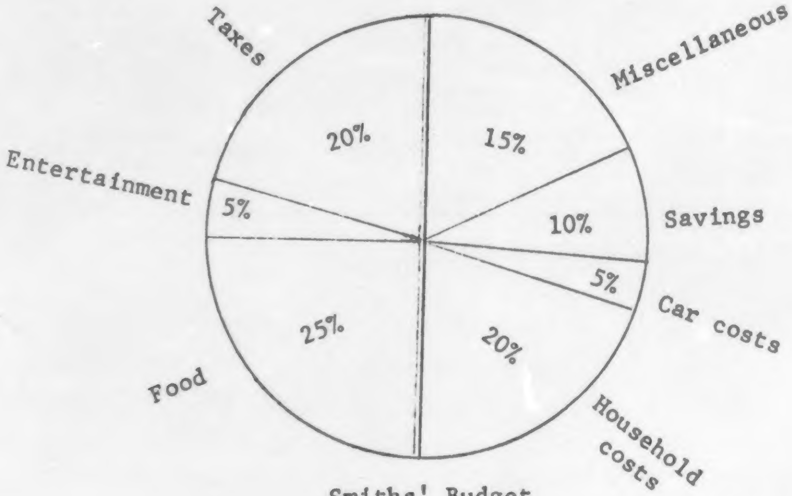
Some of the questions below are based on the information given in the diagram. Answer those questions only.

1. What supports the cables of a suspension bridge?
2. In what state is the Mackinac Bridge located?
3. What part of the bridge do the cars come in contact with?

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have children study a circular graph and complete related statements; e.g.:



Smiths' Budget

1. The Smiths spend more money on _______ than they do on any other single item.
2. The Smiths spend the same amount of money on taxes as they spend on _______.
3. The Smiths use twice as much money for household costs as they use for _______.
4. Expenditures for _______, _______, and _______ equal one-half the Smiths' budget.

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children complete an exercise based on a time table; e.g.:

Study the following time line.

1961	1962	1963	1964
	Glenn (Feb. 20)		
Gagarin (Apr. 12)			
Shepard (May 5)	Carpenter (May 24)	Cooper (May 15) Bykovsky (June 14) Tereshkova (June 16)	
Grissom (July 21)			
Titov (Aug. 6)	Nikolayev (Aug. 11) Popovich (Aug. 12)		
	Schirra (Oct. 3)		Komarov Feoktistov Yegorov (Oct. 12)

Draw lines between the following two columns to match the year of the astronaut's flight with the name of the astronaut.

1961	Komarov, Feoktistov, Yegorov
1962	Grissom
1963	Cooper
1964	Carpenter

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities
3. Can the learner represent data graphically?	Given sets of data, the learner will create a variety of graphic representations. Have each child draw a map showing the route he travels from school to his home or from his home to a park, library, shopping center, or friend's home. Have each child draw a map of the block in which his home is located. Ask him to organize his layout with a N, E, S, W orientation, mark the position of his house, and name the four streets. Give each child a piece of paper on which is written the name of a place on the school campus, such as the cafeteria, library, or northeast corner of the playground. Instruct children to draw maps which will provide specific directions for going from the classroom to the designated places. When the maps are completed, ask each child to exchange his map with another pupil and to determine whether the map he receives provides the information needed to reach the specified destination. Following a field trip, have children draw or lay out in the classroom a map showing the route they traveled. Have each child indicate on a balloon, an orange, or a papier maché sphere major land masses and bodies of water. He might also show major rivers and over forms.

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

TERMINAL OBJECTIVE

Given a map, globe, graph, chart, and diagram, the learner will read, interpret, and apply information derived from each of them.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Have each child indicate his interpretation of specified data and design appropriate diagrams; e.g.: Plan of his home Construction of a telephone Parts of the eye, ear, heart Plan of an early American fort or settlement Have children chart their progress in physical fitness skills. Have children draw charts, diagrams, or graphs showing weather, temperature, rainfall, dry periods, based on previously recorded data.

SKIMMING

DEFINITION OF SKILL

Skimming is reading new material to acquire a general idea of the content.

TERMINAL OBJECTIVE

Given specific material, the learner will skim to acquire a general idea of the content.

PRESKILLS

Main Idea
   Can the learner determine the main idea of a sentence, paragraph, or story?

Recall
   Can the learner recall pertinent facts?

INTERRELATED SKILLS

Main Idea
Recall

TASK ANALYSIS

Can the learner determine what to look for when skimming?

SKIMMING

INTRODUCTION OF SKILL

Help children recognize that skimming is an effective tool which the reader can use to determine whether a selection includes what he needs or wants before he reads the selection in its entirety. It is especially used for reading activities in content areas, such as the social studies.

Keep in mind that although skimming involves an element of speed, it proceeds more slowly than scanning. Nevertheless, it is an excellent means for helping children to realize the advantages of increasing their reading speed.

MATERIALS

Textbooks and Kits--State and District

Textbooks for social studies, science, health

Special Supplementary Reading Materials--District

Discoveries, Stage 2 (Houghton Mifflin)
Skillbooks for Young America Reading Program, Level 12 (Lyons & Carnahan)
Skills Handbook for use with Skies and Wings, On the Edge (Ginn)

Miscellaneous

Magazines
Newspapers

SKIMMING

TERMINAL OBJECTIVE

Given specific material, the learner will skim to acquire a general idea of the content.

Task Analysis	Suggested En Route Objectives and Possible Activities[1]
Can the learner determine what to look for when skimming?	Given a paragraph, the learner will delete service words, retaining only the main idea of the selection. Have the child cross out the unimportant words in a sentence, leaving only the essence of the sentence; e.g.: ~~The~~ ~~little~~ boy fell ~~down~~ ~~the~~ ~~stairs~~ ~~and~~ broke ~~his~~ ~~left~~ leg. (Boy fell, broke leg.) Have the child circle in a given paragraph the words that tell mainly what occurred. Given a selection, the learner will read to answer key questions about the selection. Key questions are who?, what?, where?, when?, how?, why? Give pupils a short paragraph or story and ask them to read the material to find out who it was about, what happened, and why. Emphasize that they should not read all the material. Set a time limit. When the time has expired, have them put the material out of sight and answer the who, what, why questions orally or in writing. Have children play Press Conference. Pupils are divided into two groups. Each group receives a different newspaper article, paragraph, or story. Each player has his own copy. (The material should be unfamiliar to the players. Remember that skimming is done on new material.) Each group reads its material and prepares questions about it. The two groups then exchange the material they have read but not the questions. One group skims within a specified

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[1] Because the variety of materials which might be skimmed is virtually unlimited, the en route objectives presented are not necessarily sequential. Rather, a selection should be made of the en route objectives and related activities most appropriate to the material being used.

SKIMMING

TERMINAL OBJECTIVE

Given specific material, the learner will skim to acquire a general idea of the content.

Task Analysis

Suggested En Route Objectives and Possible Activities

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amount of time the material received from the other group. They put the material out of sight. Then they are "interviewed" or questioned by the "reporters," those who prepared the questions, to see how well they can skim. Then the other group reads its article in a given time period, and the groups reverse roles.

Given a selection, the learner will read only the first and second sentence of each paragraph to obtain the general idea.

Have each child skim a newspaper article, reading only the first two sentences in each paragraph. Have him tell in general what the article is about.

Given a selection, the learner will read the first and last sentences of each paragraph to obtain the general idea.

Have each child read in a social studies textbook the first and last sentences only of each paragraph on a given page. Then have him write or tell the general idea.

Given a selection, the learner will read only the captions and subcaptions to derive the general idea.

Have children read only the captions and subcaptions of a chapter in a social studies, health, or science textbook, and state the general idea.

Have each child read the caption and subcaption of a newspaper article and generalize as to the content of the article.

Given a selection, the learner will skim it and develop a summary statement of its content.

Give each child short articles or stories which are new to him. Set a time limit for reading, short enough to require his skimming the material. Then have him tell or write about the content of the article.

SCANNING

DEFINITION OF SKILL

Scanning is a quick, searching type of reading appropriate for locating a specific item.

TERMINAL OBJECTIVE

Given a specific topic or subject and appropriate material, the learner will scan the material for the essential detail.

PRESKILLS

Locating Detail
  Can the learner locate a specific detail?

INTERRELATED SKILLS

Locating Detail
Recall

TASK ANALYSIS

Can the learner scan material for a specific item?

INTRODUCTION OF SKILL

Help children to realize that scanning involves the element of speed. It does not involve reading every word. The learner has a single topic or key word in mind, and he looks through given material for that specific word. As he comes to the item he is seeking, his speed slows to obtain the specific elements.

Keep in mind that rapid scanning comes with practice. Thus, many opportunities should be provided for pupils to practice this skill. Scanning exercises can be a means of helping pupils to realize the advantages of scanning and motivating them to read faster.

MATERIALS

Textbooks and Kits--State and District

Textbooks for content areas

Special Supplementary Reading Materials--District

Skillbook for Young America Reading Program, Level 13 (Rand McNally)
Workbook for Galaxies (Houghton Mifflin)

Miscellaneous

Dictionaries
Encyclopedias
Road maps
Schedules, railroad and airline
Telephone directories

SCANNING

TERMINAL OBJECTIVE

Given a specific topic or subject and appropriate material, the learner will scan the material for the essential detail.

Task Analysis	Suggested En Route Objectives and Possible Activities
Can the learner scan material for a specific item?	Given a list, directory, table map, paragraph, or other printed matter, the learner will locate a specific item by scanning. Give children a list of foods already purchased for a camping trip. Have them scan it within a limited time period to determine whether they need to buy cokes. Give each child a different page of a discarded telephone book. At the top of each page should be written one name which appears on the page. Have children find within a given time period the address and telephone number associated with the particular name. Have children exchange pages for additional practice. Give children a short story and a set of questions, one for each paragraph. The questions should call for specific information; e.g, "Who fell in the water?" or "Where did Susie run?" Have them scan to answer one question at a time within a time period specified for each question. Emphasize that they should not read all of the material and that they should scan for specific details rather than general ideas. Give pupils copies of a map. Have them answer within specified time limits questions which can be answered by scanning the map; e.g.: What city is on the border of the lake? What city is on the Texas-Mexico border? What is the closest river to Sacramento?

SCANNING

TERMINAL OBJECTIVE

Given a specific topic or subject and appropriate material, the learner will scan the material for the essential detail.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Repeat the above activity, substituting for the map railroad or airline schedules, tables of contents, or other material which lends itself to scanning. Ask related questions one at a time; e.g.: What time does the train leave Chicago? On what page does "The Magic Shoes" begin? Have children use indexes, glossaries, or tables of contents in basal readers or other textbooks to locate specific data.

NOTE-TAKING

DEFINITION OF SKILL

Note-taking involves identifying main ideas and supporting details, and recording them in a brief form.

TERMINAL OBJECTIVE

Given information, the learner will record pertinent data in brief form and use his notes in reporting about a given subject.

PRESKILLS

Locating Details
Can the learner locate key words in a paragraph?

Classification
Can the learner classify related material?

Main Idea
Can the learner list essential supporting detail for a given topic?

Paraphrasing
Can the learner restate a phrase without changing the meaning?

INTERRELATED SKILLS

Outlining
Skimming
Sequence
Recall

TASK ANALYSIS

Can the learner

1. Select and record in brief form pertinent data related to a question, subject, or topic?

2. Use his notes in developing an oral or written report?

NOTE-TAKING

INTRODUCTION OF SKILL

Keep in mind that children normally use the note-taking skill most often when they read in content areas and need to record data for future reference or for reporting. They also may use the skill when they observe or listen to information. Because children tend initially to record all data in given material, they need much help to become proficient in selecting pertinent data and recording only key words, phrases, or sentences. They profit from practicing the skill orally with teacher guidance before attempting to take notes independently. The form a child uses in note-taking is not important as long as the pertinent data is retained.

MATERIALS

Textbooks and Kits--State and District

Textbooks for content areas

Special Supplementary Reading Materials--District

Basketful of Skills, V A--V C (Jones-Kenilworth)
Boxful of Skills, VI A--VI C (Jones-Kenilworth)
Discoveries, Stage 5 (Houghton Mifflin)
Extension Activities Workbooks for Magic Word, Bold Journeys, Into New Worlds (Macmillan)
Skills Handbook for On the Edge (Ginn)
Target Reading, Purple, Red, Green, Gold Books (Laidlaw)
Workbook for Galaxies (Houghton Mifflin)

NOTE-TAKING

TERMINAL OBJECTIVE

Given information, the learner will record pertinent data in brief form and use his notes in reporting about a given subject.

Task Analysis

1. Can the learner select and record in brief form pertinent data related to a question, subject, or topic?

Suggested En Route Objectives and Possible Activities

Given an experience or written or oral material, the learner will select and record in brief form the main ideas and supporting details.

Read a short story aloud. Guide discussion of it by asking who? what? when? where? why? how? questions. Then have children draw pictures to illustrate their responses.

Have children draw pictures, illustrating personal experiences, and then use the pictures in telling the class about the experience.

Have each child develop a series of pictures illustrating steps in a process or a sequence of events he has experienced. Then have him record, or dictate for the teacher to record, an explanation of the events or process.

Guide discussion to develop standards for note-taking. Record standards on a chart for future reference by the class; e.g.:

Do my notes
  Stick to the topic?
  Include important points only?
  Provide enough information to be clear?
  Use brief expressions?
  Use quotation marks for exact quotations?
  Include the source(s)--title, author, pages?

Provide children with two sets of notes taken on a given selection which answer a specific question; e.g., Why did the pioneers move west? One set of notes should include irrelevant material, have vague, meaningless expressions, and omit important points. The other set should meet the note-taking standards developed by the class. Have children compare the two sets and tell which is better and why.

NOTE-TAKING

TERMINAL OBJECTIVE

Given information, the learner will record pertinent data in brief form and use his notes in reporting about a given subject.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Use the activity on page 89, Target Reading, Green Book.
	Have children practice note-taking as they Listen to recordings, speakers, radio, television. Conduct experiments. Take field trips. Read instructions for making a project. Conduct interviews. Observe motion pictures, filmstrips, or transparencies. Attend meetings. Do research projects.
	Have children take notes from a variety of materials, using a different sheet of paper for the notes from each source, and recording the title, author, and page reference.
	Provide opportunities for children to evaluate their notes in terms of standards listed on the chart.
2. Can the learner use his notes in developing an oral or written report?	Utilizing a set of notes, the learner will prepare an oral or written report.
	Provide many opportunities for children to present oral and written reports based on notes they have taken.

OUTLINING

DEFINITION OF SKILL

Outlining is a means of classifying and organizing information in logical or chronological form.

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

PRESKILLS

Locating Details

Can the learner locate key words and ideas in sentences, paragraphs, and articles to answer factual questions?

Main Idea

Can the learner identify important facts and distinguish between main ideas and supporting details?

Classification

Can the learner place items in correct categories?

Can the learner supply a label for a given category?

INTERRELATED SKILLS

Recall
Locating Details
Main Idea
Classification
Note-Taking
Summarizing
Sequence

TASK ANALYSIS

Can the learner

1. Locate main topics (ideas) and record them in the correct form?
2. Locate main topics (ideas) and subtopics, and record them in the correct form?
3. Locate main topics (ideas), subtopics, and additional supporting details, and record them in the correct form?

OUTLINING

INTRODUCTION OF SKILL

Teach outlining as the need for it arises; then provide frequent opportunities for children to reenforce and refine the skill.

Introduce outlining through oral activities in which children identify main ideas and supporting details, and the teacher records them in outline form. Children should work together with teacher guidance to develop outlines until they have mastered the skill sufficiently to use it independently.

Select carefully the material to be used in outlining activities. Social studies, science, health, and other content area textbooks are good sources because the material usually is well organized, and main topics and subtopics are easily identifiable. Narrative material normally is difficult to outline.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
English textbooks

Special Supplementary Reading Material--District

Discoveries, Stage 3 (Houghton Mifflin)
Discovery Books for Bold Journeys and Into New Worlds (Macmillan)
Read Better--Learn More, Books B, C (Ginn)
Skillbooks for Kings and Things, Launchings and Landings (American Book)
Skillbooks for Young American Reading Program, Levels 12, 13 (Rand McNally)
Target Reading, Blue, Green, and Gold Books (Laidlaw)
Workbooks for Kaleidoscope, Images, Galaxies (Houghton Mifflin)
Workbooks for Trade Winds, Crossroads, Seven Seas (Harper & Row)

Related Instructional Material--District

Reading Skills Box (LBUSD)

Audio-Visual Materials

MP 428.2 Making Sense with Outlines

OUTLINING

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner locate main topics (ideas) and record them in the correct form?	Given two or more paragraphs on the same subject, the learner will select the main ideas. Have children read well-organized paragraphs from a content area textbook. Guide discussion of the main ideas and record each idea on the chalkboard as it is identified. Have children read a selection of well-organized material and list the main ideas. Given a model outline with main topics only, the learner will describe the format (Roman numerals, capitals, punctuation). Write on the chalkboard an outline consisting only of main points and ask children to identify its characteristics; e.g.: Modern Transportation I. Air II. Land III. Water Possible observations: 1. Main topics are introduced by Roman numerals. 2. First word of an item is capitalized. 3. Roman numerals are followed by periods. 4. No punctuation marks follow the listed items.

OUTLINING

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given two or more paragraphs, the learner will select the main topics and write them in a given format.

Have children read material on a specific subject, select the main topics, and write them in a given outline; e.g.:

Work of the Indians

I.
II.
III.

Possible completed outline:

Work of the Indians

I. Farming
II. Weaving
III. Constructing homes

Given two or more paragraphs, the learner will select the main topics and write them in correct outline form.

Have children read material on a specific subject, select the main topics, and write them in correct outline form; e.g.:

Means of Communication

I. Telegraph
II. Telephone
III. Hand signals
IV. Television
V. Motion picture
VI. Writing

OUTLINING

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

Task Analysis

Suggested En Route Objectives and Possible Activities

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2. Can the learner locate main topics (ideas) and subtopics, and record them in the correct form?

Given two or more paragraphs on the same subject, the learner will locate the main topics and their subtopics.

Have children read well-organized paragraphs on a single subject. Record the main topics on the chalkboard as children identify them. Then have them tell which items go with or tell more about each main topic. Record these as they are given.

Have children read a selection, identify main and subtopics, and record them in any acceptable narrative or list form.

Given a model outline showing main topics and subtopics, the learner will describe the format.

Write on the chalkboard or a chart a brief outline including main and subpoints. List the various elements of its form as children identify them; e.g.:

Transportation

I. Air
    A. Airplane
    B. Rocket
    C. Balloon
II. Land
    A. Train
    B. Automobile
    C. Bicycle
    D. Truck

OUTLINING

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

Task Analysis	Suggested En Route Objectives and Possible Activities

Possible observations:

1. Main topics are introduced by Roman numeral.
2. First word of each item is capitalized.
3. Roman numerals are followed by periods.
4. No punctuation marks appear after items being listed.
5. Upper case letters introduce subtopics.
6. Upper case letters are followed by periods.
7. Roman numerals are in straight column.
8. Upper case letters to introduce subtopics are in a straight column.

Given two or more paragraphs, the learner will select the main topic and subtopics, and write them in a given form.

Have pupils listen to or read a well-organized selection about a specific subject. Then have them fill in the topics and subtopics of a given outline form; e.g.:

Fire

I.
    A.
    B.
    C.
II.
    A.
    B.
    C.

OUTLINING

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

Task Analysis | Suggested En Route Objectives and Possible Activities

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Possible completed outline:

Fire

I. Destruction
    A. Forests
    B. Buildings
    C. People
II. Aid to Man
    A. Manufacturing
    B. Cooking
    C. Hunting

Given two or more paragraphs, the learner will select the main topic and subtopics and write them in the correct outline form.

Have children read a well-organized selection on a specific subject, such as how to build a covered wagon. Ask them to select the main topics and subtopics and record them in outline form.

Have children complete Sheets 1-9, Skill 2, Strand V. Comprehension--Organization, Reading Skills Box.

3. Can the learner locate main topics (ideas), subtopics, and additional supporting details, and record them in the correct form?

Given two or more paragraphs on the same subject, the learner will locate the main topic, subtopics, and additional supporting detail.

Have the children read a well-organized selection. Record the main topics on the chalkboard as children identify them. Then ask pupils to locate topics which support these main ideas and record them. Finally, ask them to look for information which tells about the subtopics and record it in narrative or list form.

OUTLINING

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

Task Analysis	Suggested En Route Objectives and Possible Activities

Given a model outline showing main topics, subtopics, and supporting details, the learner will state his observations of the format (Roman numerals, Arabic numerals, capitalization, punctuation).

Write on the chalkboard or a chart a brief outline including main topics, subtopics, and supporting detail. List various elements of its form as children identify them; e.g.:

Philippine Islands

I. Land and People

    A. Geographic features
        1. Seven thousand islands
        2. Mountain tops above the sea

    B. People
        1. Filipinos
        2. Negritos

II. Filipinos as workers

    A. Farmers
        1. Food for themselves
        2. Food for sale

    B. Seamen

Possible observations:

1. Main topics are introduced by Roman numerals.
2. Subtopics are introduced by upper case letters.
3. Supporting details are introduced by Arabic numerals.
4. Periods follow Roman numerals, upper case letters, and Arabic numerals.

OUTLINING

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

Task Analysis	Suggested En Route Objectives and Possible Activities

5. No punctuation marks appear after items listed.
6. First word of each item is capitalized.
7. Roman numerals are in a straight column.
8. Upper case letters are in a straight column.
9. Arabic numerals are in a straight column.

Given two or more paragraphs, the learner will select the main topic, subtopics, and further supporting details and record them in a given format.

Have pupils read a well-organized selection about a specific subject. Then have them fill in the topics of a given outline form which includes Arabic numerals; e.g.:

Polynesian Adventure[1]

One of Stan Waterman's reasons for going to Polynesia was to photograph the many forms of marine life sustained by a coral reef. Off Bora Bora, he films sea anemones, damsel fish, giant Tridacna clams, black-spined sea urchins, white sea cucumbers, surgeon-fish, imperial angelfish, lion-fish, stone-fish, wrasses, moray eels, garden eels, manta rays, and sharks.

As the family returns to Papeete on its way back to America, it joins in the Bastille Day celebration, French Polynesia's biggest holiday. According to the Watermans, the two-week celebration is like Christmas, New Year's Eve, and Mardi Gras rolled into one. The festival includes a Tamure dancing competition among the women, a spear-throwing contest (the target--a coconut), and church choirs from various islands singing in the competition. An added feature is a modern carnival, whose ferris wheel may symbolize the Polynesian's carefree attitude--it goes only in circles without any destination but the sheer pleasure of the journey itself.

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[1] From Instructional Objectives Exchange: Reading, 4-6. UCLA Center for the Study of Evaluation.

OUTLINING

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

Task Analysis	Suggested En Route Objectives and Possible Activities

Polynesian Adventure

I.
  A.
    1.
    2.
    3.
  B.
    1.
    2.
    3.

II.
  A.
  B.
    1.
    2.
    3.
    4.

Possible completed outline:

Polynesian Adventure

I. Reason for Polynesian Trip
  A. Filming of fish
    1. Damsel fish
    2. Surgeon fish
    3. Imperial angelfish, etc.
  B. Filming of other marine life
    1. Sea anemones
    2. Giant Tridacna clams
    3. Manta rays, etc.

OUTLINING

TERMINAL OBJECTIVE

Given a topic, the learner will outline information about it, using correct form.

Task Analysis	Suggested En Route Objectives and Possible Activities

II. Bastille Day Celebration

A. French Polynesia's most important holiday

B. Features of the festival
  1. Tamure dancing
  2. Spear throwing
  3. Church choirs
  4. Modern carnival

Given two or more paragraphs, the learner will select the main topic, subtopic, and additional supporting details, and record them in the correct form.

Have children read well-organized material on a specific subject, such as a current event or a social studies topic, and organize the information in outline form.

SUMMARIZING

DEFINITION OF SKILL

Summarizing involves selecting the main points of material and restating them briefly in narrative form.

TERMINAL OBJECTIVE

Given specific information, the learner will select the main points and state them briefly in oral or written form.

PRESKILLS

Main Idea
  Can the learner use supporting details to identify or determine main ideas?

Sequence
  Can the learner place information in logical sequence?

INTERRELATED SKILLS

Note-Taking
Outlining
Locating Details
Main Idea
Classification

TASK ANALYSIS

Can the learner select the main points of given material and state them briefly in oral or written form?

SUMMARIZING

INTRODUCTION OF SKILL

Keep in mind that the ability to select main ideas and supporting detail is an essential prerequisite to summarizing. Consequently, pupils should not be asked to summarize until they have mastered the more basic skills. Summarizing also requires the ability to interpret material, especially expository material.

MATERIALS

Textbooks and Kits--State and District

Basal and supplementary readers
Textbooks for content areas

Special Supplementary Reading Materials--District

Skillbook for Kings and Things (American Book)
Skills Handbook for Dog Next Door (Ginn)

SUMMARIZING

TERMINAL OBJECTIVE

Given specific information, the learner will select the main points and state them briefly in oral or written form.

Task Analysis	Suggested En Route Objectives and Possible Activities

1, Can the learner select the main points of given material and state them briefly in oral or written form?

Given a narrative selection and a summary of it, the learner will state likenesses and differences between them and identify characteristics of a summary.

Give children a narrative paragraph and a one-sentence summary of it. Ask them to state likenesses and differences between them and record these on the chalkboard; e.g.:

Narrative

Tom's cousin, Becky, arrived for a visit in Southern California. All Becky wanted to do was to go to Disneyland! As soon as the suitcases were unpacked, Tom's mother called to her niece, "When shall we go to Disneyland?"

Summary

Becky really wanted to go to Disneyland.

Possible questions:

1. What do you see in the paragraph?
2. What do you see in the summary?
3. What is the same about both the summary and the paragraph?
4. What is different about them?

Possible responses:

Likenesses	Differences
Both have ideas.	There are more sentences in the paragraph.
Both tell about Becky.	The summary is shorter.
Both say she wants to go to Disneyland.	Details are not included in the summary.
Both include the main idea.	

SUMMARIZING

TERMINAL OBJECTIVE

Given specific information, the learner will select the main points and state them briefly in oral or written form.

Task Analysis

Suggested En Route Objectives and Possible Activities

Characteristics of a Summary

It is shorter than the original material.
It usually states only the main ideas.
It does not include details.

Note: Begin with a single paragraph and a one-sentence summary and extend the activity by using several paragraphs or a story with a summary of more than one sentence.

If pupils have difficulty recognizing and stating the main characteristics of a summary, an intervening lesson, such as the one below may help to clarify their concepts.

Given narrative material and a summary, the learner will match the main points of the material to similar statements in the summary.

Give children a paragraph and a summary statement. Have them underline key words in the paragraph that substantiate the summarizing; e.g.:

Paragraph	Summary Statement
Joe loved to go to school because he learned to read. He liked to play with his friends. Helping the teacher was fun too.	There were many things that made Joe love school.

SUMMARIZING

TERMINAL OBJECTIVE

Given specific information the learner will select the main points and state them briefly in oral or written form.

Task Analysis

Suggested En Route Objectives and Possible Activities

Given narrative written material, the learner will summarize it.

Have pupils write a summary statement of a paragraph from a content area textbook.

Have pupils summarize several paragraphs about a topic, each paragraph taken from a different source.

Given non-narrative material, the learner will summarize it.

Have children write a statement summarizing a given outline; e.g.:

Things We Play With

I. Toys
  A. Stuffed
    1. Teddy Bear
    2. Rabbit
    3. Raggedy Ann
  B. Wheeled
    1. Truck
    2. Wagon
    3. Scooter
  C. Constructing
    1. Blocks
    2. Tinker Toys
    3. Lincoln Logs

We play with stuffed, wheeled, and constructing toys.

SUMMARIZING

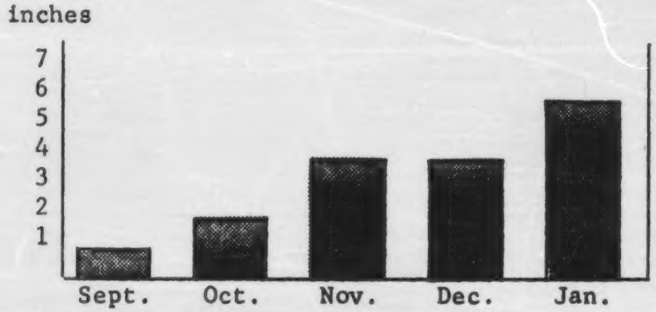
TERMINAL OBJECTIVE

Given specific information, the learner will select the main points and state them briefly in oral or written form.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children summarize information included in a graph; e.g.:

Graph: Rainfall Chart



Summary

From September to January the rainfall increased from one inch to six inches.

LIBRARY SKILLS

DEFINITION OF SKILL

Using library skills involves knowing the physical arrangement of the library, location of the types of books, arrangement of books on shelves, and use of the card catalog.

TERMINAL OBJECTIVE

Given the title, author, or subject, the learner will locate any book in the library.

PRESKILLS

Alphabetizing
  Can the learner alphabetize?

INTERRELATED SKILLS

Using Parts of Books as Reference Tools
Using Reference Materials
Classification
Story Elements
Note-Taking

TASK ANALYSIS

Can the learner

1. Identify and locate main areas of a library?
2. Locate a fiction book when given the title and the author's last name?
3. Locate a nonfiction book by using the Dewey Decimal Classification system?
4. Use the card catalog to locate a specific title or subject?

LIBRARY SKILLS

INTRODUCTION OF SKILL

Make teaching of library skills a cooperative endeavor of the classroom teacher and the librarian. To develop these skills, children need much concrete, practical experience in the library.

Refer to the section, "Using Reference Materials," in this guide and to It's Your Library: Library Service in the Elementary Schools for additional suggestions.

Keep in mind that Dewey Decimal Classification titles may vary between school and public libraries. For example, the 600-699 section labeled "Useful Arts" in the school library is titled "Technology" in a public library.

MATERIALS

Textbooks and Kits--State and District

English textbooks

Special Supplementary Reading Material--District

Discoveries, Stages 3, 4, 6 (Houghton Mifflin)
Discovery Books for Bold Journeys, Into New Worlds (Macmillan)
Skillbook for Young America Reading Program, Level 13 (Rand McNally)
Skills Handbook for To Turn a Stone (Ginn)
Target Reading, Orange, Green Books (Laidlaw)

Related Instructional Materials--District

Reading Skills Box (LBUSD)

Guides

It's Your Library: Library Service in the Elementary Schools (LBUSD)
Sequential Development of Reading Skills (LBUSD)

Audio-Visual Materials

Filmstrips, Filmstrip Catalog, Elementary, 020

LIBRARY SKILLS

TERMINAL OBJECTIVE

Given the title, author, or subject, the learner will locate any book in the library.

Task Analysis	Suggested En Route Objectives and Possible Activities
1. Can the learner identify and locate main areas of a library?	As appropriate to his level, the learner will indicate where the following are located in the library: picture books, easy books, fiction, nonfiction, reference books, periodicals, card catalog. Introduce the picture book section to primary children who come to the library to hear a story. Encourage them to select books from this section. Introduce the easy book section when children are ready to read independently books of this level. Introduce the locations of fiction, nonfiction, reference books, and the card catalog as needed. Provide each child with a card on which is written the name of an area in the library. Have him walk to the area named and tell what books he finds. Give children an unlabeled floor plan of the library. Have them label each area. Simplify the activity, if desirable, by having them paste on the floor plan labeled sections duplicated on another sheet of paper.
2. Can the learner locate a fiction book when given the title and the author's last name?	Given the author and title of a book, the learner will locate the book in the library. Provide opportunities for children to discover that fiction books are shelved alphabetically according to the author's last name. More than one book by the same author are alphabetized by title; e.g.: Martinez, Mary — Lost Fortune Martinez, Robert — Honest Mistake Martinez, Robert — Sad Journey Martinez, Thomas — Marietta's Magic

LIBRARY SKILLS

TERMINAL OBJECTIVE

Given the title, author, or subject, the learner will locate any book in the library.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Give children author and title strips and ask them to arrange the strips in the order in which the books would be found on a library shelf.
3. Can the learner locate a nonfiction book by using the Dewey Decimal Classification system?	The learner will demonstrate knowledge of the Dewey Decimal Classification system.

Provide pupils with a chart or list of the ten classes in the Dewey Decimal Classification system. (See It's Your Library, page 52.) Ask them to locate and record two titles in each class.

Have children complete a worksheet; e.g.:

Direction: Record books for the class numbers indicated.

Class No. Author Title

523 ____________________

808.1 ____________________

910 ____________________

920 ____________________

590 ____________________

629.1 ____________________

292 ____________________

LIBRARY SKILLS

TERMINAL OBJECTIVE

Given the title, author, or subject, the learner will locate any book in the library.

Task Analysis	Suggested En Route Objectives and Possible Activities

Have children locate and record the classification numbers for a list of books in the school library; e.g.:

First Book of Electricity
All About Volcanoes and Earthquakes
Abraham Lincoln
Book of Holidays
Flowering Plants

Have children complete Sheets 1 and 2, Skill 22, Strand VI. Library and Reference Skills, Reading Skills Box.

For additional help refer to It's Your Library, page 14.

4. Can the learner use the card catalog to locate a specific title or subject?

Note: Review It's Your Library, pages 15 and 16, before developing the objectives which follow.

Following opportunities to examine a card catalog, the learner will state its function and characteristics.

Provide opportunities for children to examine a card catalog. Solicit their observations and guide them in listing its characteristics; e.g.:

A card catalog helps locate any book in the library.

It has three cards for each book--author, title, subject.

Cards are filed alphabetically.

Guide letters on front of drawer indicate the portion of the alphabet contained in the drawer.

Guide cards which have raised tabs subdivide each drawer.

LIBRARY SKILLS

TERMINAL OBJECTIVE

Given the title, author, or subject, the learner will locate any book in the library.

Task Analysis — Suggested En Route Objectives and Possible Activities

Given cards from a card catalog, the learner will obtain information from them.

Provide each child with a subject, title, and author card for a given book. Guide them in comparing information found on each of the cards by asking questions, such as

What information is given on the subject card?
What is the classification number of books about mountains?

Author	Subject (Subject is always underlined.)	Title
551.4 Goetz, Delia G Mountains; illus. by Louis Darling Morrow, 1962	Mountains 551.4 Goetz, Delia G Mountains by Delia Goetz Morrow, 1962	Mountains 551.4 Goetz, Delia G Mountains, Morrow, 1962

Have pupils complete Sheet 1, Skill 21, Strand VI. Library and Reference Skills, Reading Skills Box.

Given the last name of an author of a nonfiction book, the learner will locate the author's name in the card catalog.

Give pupils a short list of authors. Have them locate each name in the card catalog and write the title of at least one book the author has written.

LIBRARY SKILLS

TERMINAL OBJECTIVE

Given the title, author, or subject, the learner will locate any book in the library.

Task Analysis	Suggested En Route Objectives and Possible Activities
	Given the title of a book, the learner will locate the title in the card catalog. Give pupils a short list of titles. Have them locate each title in the card catalog and write the author's name.
	Given a subject, the learner will use the card catalog to locate a book title and the classification number related to the subject. Give pupils a list of subjects. Have them locate in the card catalog and record for each subject two titles and their classification numbers.

READING IN CONTENT AREAS

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READING IN CONTENT AREAS

INTRODUCTION

A basic goal of reading instruction is for children to recognize the importance of reading in communicating and gaining information. With this goal in view, it becomes evident that reading instruction cannot stop at the close of the reading period but must extend throughout the day, particularly as pupils work in content subject areas. Being able to successfully decode and understand basal readers and trade books does not necessarily insure successful reading of science, social studies, and other content area materials.

Reading in content areas presents pupils with unique problems for which they need specific help and guidance in solving. Some problems most likely to occur stem from such factors as

Specialized vocabulary.
A heavy load of words with unfamiliar meanings.
Familiar words used in unfamiliar contexts.
Graphic material, such as charts, maps, bars, graphs.
Unfamiliar syntax.
Facts and concepts beyond the reader's experience.
Rapid introduction of many concepts.

PRIMARY GRADE INSTRUCTION

Helping pupils read successfully in content areas is not solely the responsibility of intermediate grade teachers. Dolores Durkin states, "During their first years in school, when such textbooks (content area textbooks) are either absent or are allotted much less importance than is the case in middle- and upper-grade classrooms, certain procedures could be followed that would make the children more ready to cope with textbook reading..."[1] Some suggested procedures follow.

1. Use factual expository material; e.g.:

   After children have read a story about a farm, have them read a simple factual description of a farm written by the teacher. Guide discussion comparing the two accounts and emphasizing the differences between them.

   Provide charts which record factual material, such as steps in constructing a boat or for conducting an experiment.

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[1] Dolores Durkin, Teaching Them to Read, 2nd Ed., Allyn and Bacon, 1974, pp. 442-443.

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READING IN CONTENT AREAS

2. Provide beginning instruction in such comprehension skills as fact, opinion, bias, propaganda, and assumption; and author's purpose and direction; e.g.:

   Help pupils understand that an author's purpose varies with the type of material and influences the way in which the material should be read. (For additional suggestions, refer to the section, "Comprehension Skills.")

3. Provide instruction designed specifically to develop listening and speaking vocabularies. In addition, help pupils consistently throughout the school day to develop and broaden their vocabularies as they participate in activities, such as discussions, writing stories, performing science experiments.

4. Provide beginning instruction in interpretation and use of graphic materials; e.g.:

   Have pupils chart or graph familiar, meaningful information, such as daily health practices, class attendance, results of playground contests.

   Have pupils make maps of the playground or neighborhood, including their own legends. (For additional suggestions refer to "Reading Maps, Globes, Graphs, Charts, and Diagrams" in the "Work-Study Skills" section.)

5. Provide beginning instruction in and opportunities to use the easier work-study skills which are prerequisite to more difficult ones and to reading in content areas; e.g.:

   Alphabetical Order
   Using Parts of Books as Reference Tools
   Using Reference Materials

   (For additional suggestions refer to these skills in the section, "Work-Study Skills.")

"Learning how to read in the content areas is an evolutionary process that must get started early, for to suddenly impose upon older children all kinds of new reading tasks is to ask for all kinds of new reading problems."[1]

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[1] Dolores Durkin, Teaching Them to Read, 2nd Ed., Allyn and Bacon, 1974, p. 445.

READING IN CONTENT AREAS

INTERMEDIATE GRADE INSTRUCTION

The teacher should encourage pupils to apply to their reading in content areas the skills they learn through reading instruction. Furthermore, as pupils read in content areas, the teacher should be alert to the problems they encounter and plan his reading instruction accordingly.

Some problems stem from the fact that not all pupils can read equally well the content subject textbooks designated for their grade level. Such problems can be alleviated, although probably not eliminated, by providing specific preparation for reading the textbooks and by substituting easier materials of various types when necessary.

Preparing Pupils to Read Content Area Material

Carefully preparing pupils to read content area materials makes the reading easier for them and provides them with an overview of the content. Such an overview enhances comprehension and retention.

Before introducing material to pupils, the teacher should review it in terms of the following:

1. What content of this material is pertinent to the goals for the lesson and to the needs and interests of the pupils?

2. Which reading skills can be developed most effectively by this material?

   For example, when pupils read materials dealing with causes and effects, that comprehension skill should be emphasized.

3. What vocabulary problems are present?

   How much help does the material itself provide for pronouncing and gaining meanings of words which are unfamiliar to the pupils?

   For which unfamiliar words is it important to develop meanings?

4. What collateral material is available?

   Easier textbooks dealing with the same subject matter
   Biographies, historical narratives, newspapers, magazines
   Realia
   Audio-visual materials

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After the teacher has reviewed the material, he should plan to prepare pupils to read it. Such preparation involves examining the material with the pupils, developing vocabulary identified as requiring special attention, and providing questions to guide pupils' reading.

Examining the Material with Pupils

To guide initial examination of the material by the children, the teacher might follow a procedure, such as the following:

Read aloud or have a pupil read the title and introductory paragraph.

Ask questions designed to stimulate discussion about what pupils already know about the content.

Have children leaf through the material, looking at the illustrations. Pose questions designed to focus attention on details of the pictures and to help pupils form visual images as they read the material.

Discuss the organization of the material, including headings and subheadings, and their relationships to the title.

Have a pupil read the summary aloud if there is one.

Point out any study questions which are included in the material and ask children what questions they have which they hope the material will answer.

Developing Vocabulary Unfamiliar to the Pupils

Having noted during his review of the material words which are new to the pupils, especially those which have meanings specific to the subject matter, the teacher might introduce each word in a manner, such as the following:

Have the children decode the word. If pronunciation proves difficult, guide them in applying dictionary skills they have learned.

Say a sentence that includes the word and suggests its meaning. Help pupils use the context clues it provides. Or use the word in a sentence that does not provide clues to its meaning and have pupils find the word in a dictionary and select the appropriate meaning from those given. The latter procedure is particularly helpful in the case of words for which the pupils already know a meaning but not the one specific to the sentence.

After pronunciation and meaning are established, discuss related words included in the material; for example:

explore--explorers, exploration, exploratory

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Provide a means for pupils to record the word for future reference.

Encourage pupils to use the word as they write, play games, or participate in discussion. This provides reinforcement and fosters retention.

Providing Questions to Guide Reading

Carefully devised questions about material they are to read provide pupils with a purpose for reading and help them to obtain the desired information. Some suggestions follow:

Develop questions which reflect the objectives of the lesson and the pupils' needs and interests.

Put the questions in writing on a ditto, transparency, chart, or the chalkboard.

Make sure pupils understand the questions by asking them to tell in their own words what they are to find out.

Be alert to the fact that questions which pupils find difficult often indicate a need to teach or reteach a particular reading skill.

Having been prepared to read along the lines outlined above, the children will be ready to read independently, freeing the teacher to work with individuals or small groups on various reading skills as needed.

The SQ3R Technique

The SQ3R plan is a study technique which can be used successfully by children who are competent readers and work well independently.

It is comprised of the following steps:

Skim--to get a general idea of the content.

Question--raise questions about the content suggested by headings and subheadings.

Read--silently.

Review--to see if answers to the questions raised are known.

Recite--to yourself in your own words what is known.

Teachers may wish to adapt this procedure to the needs of their pupils. Initially, children probably should work in small groups to try out the plan. After they have become familiar with the steps, more able pupils could begin to use it independently, first with easy, brief material, then with more difficult reading assignments.

READING IN CONTENT AREAS

Working on Specific Reading Skills

Although reading material for content areas involves a wide variety of comprehension, word identification, and work-study skills, some skills are more directly applicable than others and may require particular attention. As children who are able to do so read independently, the teacher should provide small group instruction for pupils who need special help. Groups can be organized on the basis of reading levels or specific skill needs. Some skills which are particularly pertinent to reading in the content areas and illustrative techniques for teaching them are given below.

Scanning

Scanning is a searching type reading in which a reader looks for specific items of information. (For teaching suggestions refer to "Scanning" in the "Work-Study Skills" section.)

Skimming

Skimming is reading new material to acquire a general idea of the content. Although it is a searching type of reading, it proceeds more slowly than scanning. (For teaching suggestions refer to "Skimming" in the "Work-Study Skills" section.)

Using Appropriate Reading Rates

Help pupils to understand that different types of questions require different rates of reading; e.g.:

In what year did river travel become important?--scanning

What were the causes of the increased importance of river travel?--skimming, slower reading

Decoding

Reading content area material normally provides excellent practice in applying decoding skills. Although particularly difficult unfamiliar words should be presented in the preparation period, pupils should be encouraged to use appropriate decoding skills whenever they encounter words which are new to them; e.g.:

A science textbook might include multicelled, regulate, parasites, phylum, univalve.

It should be pointed out that textbooks often provide specific help with pronunciation; e.g., phylum (fi´lŭm).

READING IN CONTENT AREAS

Using Context Clues

To provide pupils with practice in applying context clues, select appropriate sentences from textbooks; e.g.:

Cilia (sil i u) are short, hairlike fingers. They are used by simple animals to propel themselves through water or on land.

Dealing with Complicated Sentence Patterns

Use the "divide and conquer" idea which involves helping pupils to see the relationships among words and phrases in a complicated sentence; e.g.:

Congress did this by adding ten laws, called amendments, to the Constitution.

Subject	Verb	Object
Congress	adding	ten laws
	called	amendments

Alternative Materials and Experiences

Some pupils may find the vocabulary load of certain material too heavy--with regard both to decoding and comprehension--to permit them to read the material successfully even when they receive individualized help. These pupils will profit from listening to the teacher read the material and discussing the content, and from using such other materials as books with easier reading levels, teacher-prepared reading materials, and filmstrips and other audio-visual materials.

MATERIALS

Textbooks and Kits--State and District

All content subject area textbooks
Design for Reading, Basic Reading Textbook (Harper and Row)
Design for Reading, Content Pattern (Harper and Row)
How to Read in the Subject Matter Areas--Strand II (Harper and Row)

Special Supplementary Reading Material--District

Go: Reading in the Content Areas (Scholastic)
Read Better--Learn More, Books A, B, C (Ginn)
Target Reading, Green and Blue Books (Laidlaw)
Your Own Discoveries, Stage 6 (Houghton, Mifflin)

APPENDIX

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APPENDIX

READING INVENTORY SELECTIONS

The following pages include the reading selections used in the Sample Reading Inventory, which appears in the "Diagnosis" section. The selections may be reproduced for use in administering the Inventory.

Selection	Level	Source	Page
1	Primer	Rainbows, pp. 99-100	H-2
2	Level 1	Signposts, p. 124	H-3
3	Level 2.1	Secrets, pp. 7-8	H-4
4	Level 2.2	Rewards, pp. 87-91	H-5
5	Level 3.1	Panorama, p. 58	H-7
6	Level 3.2	Fiesta, p. 206	H-9
7	Level 4	Kaleidoscope, p. 88	H-10
8	Level 5	Images, pp. 365-366	H-11
9	Level 6	Galaxies, p. 270	H-12

Reading Selection I

"Mama, Mama, can't I have a bike?" asked Pedro. "All the boys have bikes to ride."

"How many times do I have to tell you, Pedro? We don't have money for a bike," said Mama.

"I'll ask Manuel to wish for a bike for me," thought Pedro. "He's very good at wishing."

Pedro found Manuel and said, "Manuel, I want something very much. If you wish for it, will I get it?"

"I don't know," said Manuel. "Sometimes the wishing I do works, but not always."

Reading Selection 2

Henry's home was on a very doggy street.

Every day, by himself, he had to go past all the dogs to get to school.

When Henry thought about the walk past them, he could not even eat his breakfast.

Henry liked eggs.

He liked toast with honey.

But when he thought about the dogs, he just didn't like eggs and toast, or even honey, any more.

Reading Selection 3

Mudlark was a mule. He worked for the Keeper in the zoo. Every day he pulled a little cart for the Keeper who gave the animals something to eat.

As they went from cage to cage, Mudlark talked with the animals. He liked the tiger, the giraffe, and the bear best. They were big, wonderful animals.

"I wish I could be like them," he said to himself. "But I'm just a little mule. I'm not beautiful at all."

Reading Selection 4

Evan walked home from school slowly. He stopped in front of a pet shop.

In the window, a yellow bird sang to him from its golden cage.

"Yellow bird has its own cage," Evan thought. "I want a place of my own."

He walked on. A bright pink flower in a window caught his eye. "Flower has its own pot," he thought. "Wish I had a place of my own."

He kept going until he reached the big crossing. He waited by the newsstand for the light to change.

"Paper man has his own stand," he thought. "And I, me, myself--I need a place of my own."

He crossed the noisy, busy street and turned into the building where he lived. He climbed up four flights of stairs to the two rooms that he and his family shared.

Soon his three sisters and his two brothers would come home. Then his mother and then his father.

"Mighty lot of family," Evan thought. "And no place to call just mine."

Reading Selection 5

"Why, they're stealing our peaches!" Debby gasped. "What am I going to do? If I go around the shed to the house, they'll see me. I can't get to the phone. How can I stop them?"

Then, as she peeked around the corner again, she saw the hornets' nest. Slowly her hand closed on one of the peaches she had picked. Carefully she edged away from the shed, still keeping it between her and the three thieves. She aimed carefully.

Reading Selection 5 (Cont.)

WHAM! The peach missed the nest by about four inches. "Gramps was right," Debby thought unhappily. "I'm not good enough."

Reading Selection 6

The little mouse was only two weeks old. He knew nothing about life. He didn't know how to search for food, hide from his enemies, or find shelter from wind and water. He didn't even know that he had enemies. But worst of all, he was unaware of the unseen dangers that were all around him.

One of those dangers was circling above him right now. A white gull had spied him. Soon Peek heard a whole flight of gulls screaming. They settled down on the water and paddled up alongside the little boat.

READING SELECTION 7

Mario Bellini was a hardworking boy. He helped his father and mother run a newsstand in the busy Times Square subway station, right in the middle of New York City. One Saturday night, while Mario was taking care of the newsstand alone, he found a cricket. Chester Cricket and Mario quickly became friends.

When Mario's parents came back to close up the stand for the night, he and his father talked Mama Bellini into letting Chester stay. Mario made Chester a fine bed from a matchbox. Then he said good-night and went home with Mama and Papa Bellini, leaving the cricket alone in the locked-up stand.

READING SELECTION 8

The red fox is a tricky, medium-sized, doglike animal that doesn't care at all what you think of him. He eats well, wears a beautiful coat, is good to his family, and has a sly sense of humor. And regardless of the fact that men and boys are always trying to take away his fancy coat, the red fox has prospered.

He was living here when the white man came. But the people who study such things believe that many of our red foxes today descended from those brought over from England a century ago to run before the hounds. The red fox has increased as the country was settled. He is not an animal of the great forest. He lives better near civilization, not in the barnyard, but within reach.

READING SELECTION 9

Over one hundred years ago, in a small schoolhouse at Port Huron, Michigan, a seven-year-old boy was scolded severely by his teacher. Instead of paying attention to the lesson, he had been drawing something on a sheet of paper. Later, when an inspector visited the classroom, the teacher pointed out the boy and said, "That boy will never amount to anything. It's a waste of time keeping him in school."

Yes, the schoolboy "who would never amoung to anything," was young Thomas Alva Edison. To his teacher and his classmates he seemed dreamy and dull-witted, his mind always on other things. But he grew up to be the greatest inventor our country has ever known.

APPENDIX

SKILLS TRACKING SHEETS

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TRACKING SHEET FOR PREREADING SKILLS OBJECTIVES H-15

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TRACKING SHEET FOR READING IN CONTENT AREAS H-23

TRACKING SHEET FOR PREREADING SKILLS OBJECTIVES

Name ______________________________ Date ______________

SPATIAL RELATIONSHIPS

Body Awareness

Touches and names body parts and surfaces							
Moves body parts							
Names body part and action							

Laterality

Uses alternate sides of body individually and simultaneously							
Uses right and left sides of body							
Crosses midline of body, involving both sides at the same time							

Directionality

Demonstrates designated action in space							
Moves himself and objects through space							
Performs specified movement with partner							

GROSS MOTOR COORDINATION

Crawling

Crawls or creeps							

Walking

Walks in different ways							
Walks on a line							

Running

Runs							

Balancing

Balances in a stationary position							
Balances on a line							
Balances on a balance beam							

Hopping

Hops							

Jumping

Jumps							
Jumps using additional aids							

Galloping

Gallops							

Skipping

Skips							

TRACKING SHEET FOR PREREADING SKILLS OBJECTIVES (Cont.)

FINE MOTOR COORDINATION

Tactile Discrimination

Touches and identifies objects							
Identifies and matches objects by touch							

Eye Hand Coordination

Participates in manipulative experiences							
Handles a ball with skill							
Manipulates a bean bag							
Controls small muscles							

AUDITORY SKILLS

Auditory Discrimination

Identifies and/or reproduces a designated sound							
Identifies and matches similar or identical sounds							
Selects words which sound alike							

Auditory Memory

Remembers and reproduces sounds							
Remembers and repeats words or sentences							

VISUAL SKILLS

Visual Discrimination

Identifies and selects items that look the same or different							
Locates designated items within foreground or background							
Identifies letters or words that look the same or different							

Visual Memory

Recalls objects after they have been covered							
Finds pictures or shapes after they have been removed							
Recalls and reproduces symbols after they are out of sight							

LISTENING

Participates occasionally in casual conversations							
Responds in designated way after attentive listening experiences							
Participates actively or passively in appreciative listening experiences							
Contributes relevant questions or information during discussions							

ORAL LANGUAGE

Initiates or responds to conversation							
Includes descriptive words or phrases in responses							
Responds in complete sentences							

TRACKING SHEET FOR WORD IDENTIFICATION SKILLS

Name ______________________________ Date ______________

PHONETIC ANALYSIS

Hears and says initial consonants							
Hears and says short vowels							
Hears and says long vowels							
Hears and says initial consonant digraphs							
Hears and says initial consonant blends							
Recognizes and says phonograms							
Substitutes initial consonants to form new words							
Hears and says final consonants							
Hears and says final consonant digraphs							
Uses consonants in medial position							
Recognizes hard and soft "c" and "g"							
Recognizes silent consonants "k" and "w"							
Hears and says "r" controlled vowels							
Hears and says vowel diphthongs							
Hears and says vowel digraphs							
Blends phonic elements to decode words							

STRUCTURAL ANALYSIS

Recognizes and uses plurals							
Recognizes and uses inflectional endings							
Recognizes and understands possessives							
Understands composition of compound words							
Understands the principle of contractions							
Divides words into syllables							
Identifies and knows meanings of prefixes							
Identifies and knows meanings of suffixes							

TRACKING SHEET FOR WORD IDENTIFICATION SKILLS (Cont.)

SYNTAX AND CONTEXT, AND SIGHT RECOGNITION

Uses syntax and context in predicting words orally							
Recognizes the relationship between oral and written language							
Uses syntax and context to predict words when reading							
Combines knowledge of phonics, word structure, syntax and context to read words unknown in print							
Has developed appropriate sight vocabulary							

VOCABULARY EXTENSION

Acquires new oral vocabulary							
Supplies synonyms for given words							
Supplies antonyms for given words							
Recognizes and understands homographs							
Recognizes and understand homonyms							
Understands origins of given word derivatives							
Acquires new vocabulary from reading							
Uses new vocabulary in written expression							

TRACKING SHEET FOR COMPREHENSION SKILLS

Name ______________________ Date ______________

LITERAL COMPREHENSION SKILLS

Following Directions

Follows oral directions							
Follows written directions							

Context Clues

Uses context to determine word meaning							
Uses capitalization and punctuation as aids to determine meaning							
Uses typographical devices as aids to determine meaning							

Locating Details

Recognizes and uses clue words to locate details							
Recognizes words or phrases that answer who, what, where, when, why, how							

Recall

Recalls details in pictures							
Recalls details and/or facts heard							
Recalls details and/or facts read							

Sequence

Understands vocabulary which denotes sequence							
Determines logical sequence							
Sequences events in a paragraph or story							

Classification

Forms related groups							
Labels groups formed							
Classifies under labels							
Determines a variety of classifications for a given group							

INFERENTIAL-INTERPRETIVE SKILLS

Main Idea

Identifies essential and nonessential ideas in a picture, sentence, paragraph, or story							
Uses essential ideas to select main idea in a picture, sentence, paragraph, or story							
Composes and supports a main idea							

Inference

Selects information to support a given inference							
Selects an inference and logically supports it							
Makes and supports an inference							

TRACKING SHEET FOR COMPREHENSION SKILLS (Cont.)

INFERENTIAL-INTERPRETIVE SKILLS (Cont.)

Cause and Effect

Identifies causes for a given effect							
Identifies effects from a given cause							
Identifies cause and effect relationships							
Identifies main causes and effects in a story							

Analogies

Recognizes an analogy							
Completes an analogy							
Makes and supports an analogy							

Figurative Language

Identifies figurative language							
Understands figurative language							

Paraphrasing

Identifies synonymous statements							
Paraphrases given statements							

Predicting Outcomes

Predicts a logical outcome and supports it							

Story Elements

Identifies and analyzes characters in a story							
Recognizes the mood of a story							
Identifies the setting of a story							
Analyzes the plot of a story							
Recognizes the theme of a story							
Identifies relationships among various story elements							

Literary Forms

Recognizes and identifies characteristics of selected literary forms							
Recognizes and identifies the literary form of material heard or read							

TRACKING SHEET FOR COMPREHENSION SKILLS (Cont.)

EVALUATIVE SKILLS

Reality and Fantasy

Discriminates between reality and fantasy and supports the judgment.							

Fact, Opinion, Bias, Propaganda, and Assumption

Recognizes a factual statement							
Recognizes a statement as being an opinion							
Recognizes biased statements							
Recognizes propaganda							
Recognizes statements that are assumptions							
Evaluates the validity of stated fact, opinion, bias, propaganda, and assumption							

Author's Purpose and Direction

Identifies and supports an author's purpose as being to inform							
Identifies and supports an author's purpose as being to persuade							
Identifies and supports an author's purpose as being to entertain							
Determines when an author has multiple purposes							

TRACKING SHEET FOR WORK-STUDY SKILLS

Name ______________________________ Date ____________

ALPHABETICAL ORDER

Alphabetizes correctly							

USING PARTS OF A BOOK

Identifies and locates title, author, publisher, and copyright date							
Understands the function of a copyright date							
Understands and uses a table of contents							
Understands and uses an index							
Understands and uses a glossary							
Understands and uses a bibliography							
Determines when to use specific parts of a book to locate information							

DICTIONARY SKILLS

Locates entry words in a dictionary							
Uses guide words to locate entry words in a dictionary							
Selects the appropriate meaning from multiple definitions							
Understands and uses a pronunciation key							
Identifies and locates charts and tables in a dictionary							

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USING REFERENCE MATERIALS

Uses an encyclopedia effectively							
Uses an atlas effectively							
Uses a book of quotations effectively							
Uses an almanac effectively							
Uses a thesaurus effectively							

READING MAPS, GLOBES, GRAPHS, CHARTS, AND DIAGRAMS

Understands and reads maps and globes							
Reads and interprets graphs, charts, and diagrams							
Represents data graphically							

SKIMMING

Skims to locate key words, headings, and subheadings							
Skims to locate main ideas							

TRACKING SHEET FOR WORK-STUDY SKILLS (Cont.)

SCANNING

Scans for a specific item							

NOTE-TAKING

Records pertinent data in brief form							
Uses notes in developing written or oral reports							

OUTLINING

Understands outline form							
Completes a given outline form							
Constructs an outline to include main topics, subtopics, and supporting details							

SUMMARIZING

Summarizes main points of given material							

LIBRARY SKILLS

Identifies and locates main areas of a library							
Uses a card catalog to locate a specific title or subject							
Uses the Dewey Decimal Classification system to locate nonfiction material							

TRACKING SHEET FOR READING IN CONTENT AREAS

Name ______________________________ Date ____________

Uses and understands specialized vocabulary of various content areas							
Recognizes and uses organizational patterns in examining content material							
Uses introductory and summary paragraphs to preview content of material to be read							
Understands and uses graphic material in content areas							
Uses questions about content material to determine reading rate and purpose							

LONG BEACH UNIFIED SCHOOL DISTRICT
Education Department
Compensatory Education and Special Projects Branch

DIAGNOSTIC PROFILE
READING

Student's Name ______________________ Birthdate ______________________ (mo) day year)

Home Language ______________________

Grade	School	In	Out	Teacher	Test Scores		None	Limiting Physical Conditions
					Fall	Spring		
Kdgn.								
1st.								
2nd.								
3rd.								
4th.								
5th.								
6th.								
	859							860

Revised June 1974

READING SKILLS CHECKLIST

Student's Name ______________________

PERCEPTUAL SKILLS		K	1	2	3	4	5	6
Spatial Relationships								
Auditory Discrimination								
Auditory Memory								
Visual Discrimination								
Visual Memory								
Letter Recognition	Upper Case							
	Lower Case							
Letter Formation	Upper Case							
	Lower Case							

PHONETIC ANALYSIS							
Single Consonants							
Consonant Digraphs							
Consonant Blends							
Short Vowels							
Long Vowels							
Digraphs and Dipthongs							
Other Vowel-Sounds							
Sound Blending							
Phonograms							
Syllables							

VOCABULARY DEVELOPMENT							
Sight Words							
Synonyms							
Homonyms							
Antonyms							
Word Groups							

COMPREHENSION	K	1	2	3	4	5	6
Recall							
Locating Details							
Sequence							
Context Clues							
Classification							
Inference							
Main Idea							

CRITICAL READING							
Cause and Effect							
Predicting Outcomes							
Analogies							
Figurative Language							
Reality and Fantasy							
Fact, Opinion, Propaganda, Bias, and Assumptions							
Story Elements							

STRUCTURAL ANALYSIS							
Plural Nouns							
Contractions							
Compound Words							
Prefixes							
Suffixes							
Inflectional Endings							

Student's Name ______________________

WORK-STUDY SKILLS

Reading Maps, Globes, Diagrams, Charts, and Graphs	K	1	2	3	4	5	6
Organizing Information - Summarizing							
Organizing Information - Note Taking							
Organizing Information - Outlining							
Reference Materials							
Library Skills							
Using Parts of Book							
Dictionary Skills							
Skimming and Scanning							

Grade 1 Reading Program ______________________

Objective Comments (Optional)

Kindergarten Reading Program ______________________

Objective Comments (Optional)

Grade 2 Reading Program ______________________

Objective Comments (Optional)

Student's Name ______________________

Grade 3 Reading Program ______________

Objective Comments (Optional)

Grade 5 Reading Program ______________

Objective Comments (Optional)

Grade 4 Reading Program ______________

Objective Comments (Optional)

Grade 6 Reading Program ______________

Objective Comments (Optional)

APPENDIX

GLOSSARY[1]

Analogy	A mode of reasoning in which the learner infers a correspondence among things otherwise dissimilar. The correspondence may often involve function or position; e.g., glove is to hand as sock is to foot.
Antonym	A word whose meaning is opposite to that of another word; e.g., cold--hot, warm--cool
Assumption	A statement that is taken for granted, whether or not it is true; a statement without sufficient proof to support it
Auditory discrimination	The ability to hear likenesses and differences among letter sounds
Auditory meaning	The ability to repeat sounds, words, or sentences
Axial movement	Movement performed around the axis of the body, while the body remains in one place but not in one position
Basics	A systematic program to develop cognitive thinking skills in children
Behavioral objective	A learning objective stated in valid, observable, and measureable terms; contains 1) description of learner, 2) description of behavior intended, 3) specification of conditions for learning, 4) statement of performance level expected of learner.
Blending	The sliding together of sound units in pronouncing a word
Blends	Two consonants joined together to make a sound in which the sound of each letter is retained; e.g., bl, cl, cr
Body awareness	Knowing names, movements, functions, and locations of body parts and surfaces
Clusters	Blends of letters; e.g., bl, pr, str
Concrete form	Data in their real state--objects, people, places--as contrasted with representations of data, such as graphics

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[1] The definitions given here are specific to word usage in this guide.

Content material	Various types of printed material designed to provide information for content subjects; i.e., subjects which are composed of a body of knowledge and skills--social studies, science, health--as opposed to subjects comprised exclusively of skills--reading, handwriting
Context	Known words surrounding an unknown word that are indicative of the meaning and/or pronunciation of the unknown word
Criterion referenced test	An instrument designed to evaluate specifically what has been taught
Diagnosis	The determination of what a pupil knows and doesn't know
Diagnostic--prescriptive	Description of an instructional approach which involves determining the state of a pupil's knowledge, and planning learning experiences for him in terms of that information
Digraph	A pair of letters--two consonants or two vowels--that represent a single speech sound; e.g., ch, ph, ea
Dipthong	A complex speech sound beginning with one vowel and ending with another within the same syllable; e.g., oy
Directionality	Awareness of directions in space, such as left and right, up and down, forward and backward
Eclectic method	Instruction involving a variety of sources and approaches
En route objective	A teaching objective which leads to mastery of a specific task; i.e., the route to achieving the task
Entry word	A word listed and defined in a dictionary
Evaluative comprehension skills	High level comprehension skills involving one or more of the following: appraisal, assessment, criticism
Expository writing	A form of writing which presents information in a factual manner
Eye-hand coordination	The ability to use eyes and hands together

Figurative language	Language that is not literal nor usual; e.g., similes, metaphors, colloquialisms
Fine motor coordination	The ability to use and control small muscles
Goal	A general statement of the end toward which instruction is directed
Graphic	A printed representation of an idea
Gross diagnosis	Assessment of the status of a pupil's attainment of a broad group of related or unrelated skills; normally refined by specific diagnosis of attainment of individual skills; e.g., gross diagnosis of a pupil's phonetic skills in general might later be refined by assessing his use of initial consonant digraphs
Gross motor coordination	The ability to control the whole body in axial and locomotor movements
Homograph	A word that is spelled the same as another word but which differs from it in meaning and origin; e.g., bark as on a tree, bark as a dog's sound, bark (barque) as a ship
Homonym	One of two or more words that sound the same, may or may not be spelled the same, and differ in meaning; e.g., blue, blew; to, too, two
Inflectional ending	An element added to a root word to denote a grammatical function; e.g., ed and ing added to a root word to indicate tense
Informal inventory	An oral evaluation instrument comprised of a series of reading selections on ascending levels of difficulty, and related comprehension questions used to determine a pupil's reading level
Intermittent diagnosis	Assessment at varying intervals to determine retention of skill mastery; e.g., diagnosis to determine a pupil's retention of a comprehension skill one month after he mastered it
Interpretive comprehension skills	Comprehension skills that involve such thinking skills as analyzing, applying, comparing, illustrating, and explaining
Interrelated skills	Skills so closely related to a given skill that they may be involved when a pupil is developing the specific given skill; e.g., a pupil will be classifying at the same time he is identifying essential details to support a main idea
Intervening diagnosis	Determining during a lesson that a pupil is having a specific difficulty and changing the pace and/or development of the lesson to meet his needs

Language pattern	A basic arrangement of English sentence structure; different varieties of a kernel sentence
Laterality	Leftness, rightness, or two-sidedness; the ability to use both sides of the body individually and simultaneously
Linguistics	A scientific study of the structure of language. Linguists often are categorized according to how they view language as related to reading. Two different but popular views support different instructional materials: a. Material which develops knowledge of phoneme-grapheme patterns; e.g., Nat has a bat. b. Material which emphasizes syntax and context as an aid in reading
Literal comprehension skills	Comprehension skills concerned chiefly with factual material; e.g., recall, following directions, locating detail, sequence
Manipulative response	Movement of concrete materials by the learner in response to a direction by the teacher; e.g., manipulating objects to group them, manipulating and placing sentence strips in sequence
Miscues	Deviations from the text observed in oral reading as opposed to random errors; influenced by the reader's use and knowledge of the sound-symbol system, his language usage, and the meaning of the material
Modality	A manner of learning related to the senses used--auditory, visual, kinesthetic
Multiple response	A teaching technique used to elicit an individual response from each pupil in a group situation; e.g., involving use of individual chalkboards, response cards, picture sets
Narrative writing	A form of writing in which information is stated in story form
Objective	An intent communicated by a statement describing a proposed change in the learner
Paraphrasing	Restating ideas, usually to clarify them or to explain them more fully
Phonetic analysis	The analysis of sound units in an unknown word as a means of identifying it
Phonograms	Word endings used in teaching word families; e.g., ake in rake, cake, bake

Planned diagnostic strategy	The use of a variety of diagnostic tools selected or created by the teacher to analyze specific strengths and weaknesses of the learner
Prefix	A letter, syllable, or group of syllables placed at the beginning of a word to modify or qualify its meaning
Representational form	A means of presenting data (objects or events) through stimuli which may include photographs, pictures, diagrams, models, films, etc. Generally children use fewer of their senses in dealing with this form than with the concrete, and thus they need to supply a missing dimension based on their firsthand experience with the real thing.
Scanning	A quick searching type of reading appropriate for locating a specific item
Skimming	A way of reading new material to acquire a general impression of the content
Sound-symbol unit	An association of a specific sound with a given letter symbol or symbols; e.g., m, st
Spatial relationships	A person's knowledge and control of the position of his body in space
SQ3R	A study technique which can be used by competent readers as they read content area and reference materials; S = skim, Q = question, 3R = read, review, recite
Story elements	The mood, setting, plot, theme, and characterization of a story; the related reading skill involved in knowing the elements and understanding the relationships among them
Structural analysis	Seeing and using parts of words that signal meaning for the purpose of identifying words
Suffix	A letter or syllable added at the end of a root word to modify its meaning; e.g., ment in agreement
Syllable	A unit of pronunciation consisting of a vowel sound alone or with one or more consonant sounds, and pronounced with one impulse of the voice
Syllable, closed	A syllable ending with a consonant; e.g., set
Syllable, open	A syllable ending in a vowel; e.g., we
Symbol	Something that represents another thing by association; e.g., a letter that represents a sound

Symbolic form	A means or mode of presenting data in which the stimulus retains none of the characteristics of the real referent, but is a sign which stands for and elicits one image or concept based on previous experiences; e.g., symbols, codes, words, numerals
Synonyms	Words with the same or similar meaning
Syntax	The way words are ordered or arranged to form meaningful sentences or thought units
Taba	A teaching strategies program utilizing basic theories developed by Hilda Taba, based upon her research of children's thinking; incorporates many cognitive thinking skills
Tactile discrimination	The ability to identify and match objects by touching and feeling
Task analysis	The examination of a skill to identify the learnings involved, determine the essential learnings, and establish a sequence in which they are to be taught
Teaching sequence	A developmental plan for instruction of a specific skill, such as reading
Temporal	Pertaining to, concerned with, or limited to time; e.g., a temporal sequence could involve morning, noon, night activities
Terminal objective	A statement that identifies the performance to be accepted as evidence that the learner has achieved a desired level of skill mastery
Variant vowels	Vowels which have a sound other than those commonly associated with long and short sounds
Visual discrimination	The ability to differentiate between like and unlike forms and symbols
Visual memory	The ability to recall objects, pictures, and symbols